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AUTHOR	Alkin, Marvin; And Others
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ABSTRACT

In 1988-89, an evaluation was conducted to determine the impact of various integration programs designed to ameliorate the harms of racial isolation in the Los Angeles (California) Unified School District. The underlying intent was to specify ways in which levels of achievement, self-esteem, access to postsecondary education, and racial tolerance could be improved. The programs developed include: the Magnet School Program; Predominantly Hispanic, Black, Asian, and Other Non-Anglo Programs; Permits with Transportation; Continued Voluntary Permits; and Overcrowded Schools programs. The 1988-89 evaluation sought to determine whether: academic achievement and self-esteem had improved; access to postsecondary opportunities had increased; interracial hostility and racial intolerance were reduced; and overcrowding was reduced. It also examined issues that influence academic achievement and provided specific information about individual integration. Subjects were students in grades 4, 5, 7, 8, 10, and 11 from 229 schools participating in such programs. Data were collected as appropriate for specific integration programs through surveys, interviews, and classroom observation. Findings are grouped by program or study into the following divisions: (1) programs for Hispanic, Black, Asian, or other minorities; (2) overcrowded schools programs; (3) analyses of harm from racial isolation across programs; (4) special studies of achievement issues; and (5) studies of process issues. Findings indicate that many students are still being harmed by racial isolation resulting in low academic achievement and limited postsecondary opportunities, particularly for Black and Hispanic students. Recommendations are made to improve the individual programs and the school system as a whole. (SLD)

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INTEGRATION EVALUATION REPORT
EXECUTIVE SUMMARY
INTRODUCTION
SUMMARIES AND RECOMMENDATIONS
CONCLUSIONS
1988-89

PUBLICATION NO. 548
PART I

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PROGRAM EVALUATION and ASSESSMENT BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

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REPORT ON LAUSD INTEGRATION PROGRAMS
1988-89

Publication No. 548

This Report Was Developed and
Prepared by the Evaluation Planning Team:

Marvin Alkin, EdD
Alan Crawford, EdD
Winston Doby, EdD
Elaine Lindheim, EdD
Frank Romero, PhD

Evaluation Consultants:

Marilyn Burns, PhD
Liana Champagne, EdD
Reginald Clark, PhD
Marie Freeman, MA
Ebrahim Maddahian, PhD
Deborah Oliver, PhD
Daniel Pike, PhD
Cynthia Renahan, PhD
John Wright, EdD

A Report Prepared for the
Program Evaluation and Assessment Branch
Los Angeles Unified School District

February 1990

LOS ANGELES UNIFIED SCHOOL DISTRICT

LEONARD M. BRITTON
Superintendent

APPROVED:
FLORALINE I. STEVENS, Director
Program Evaluation and Assessment Branch

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Sheridan Liechty
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Drewcilla Annese
Marion Burts
Dr. Liana Champagne
Jane Clark
Ginger Cole
Wanda Cox
Francine Greer
Marcia Hann
Martha Kelly
Dr. Ebrahim Maddahian
Emma Jean Marshall
Dr. Paula Moseley
Tom Nilsen
Dan Ohnoki
Dr. Deborah Oliver
Judith Perez
Dr. Daniel Pike
Dr. Cynthia Renahan
Trudy Wasney
Don White

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INTEGRATION EVALUATION REPORT: PART I

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EXECUTIVE SUMMARY

for the

1988-89 INTEGRATION EVALUATION REPORT

CONCLUSIONS

What are the overall conclusions from the 1989-90 evaluation of district integration programs?

As we embark on the last decade of the 20th century, poised to begin the third millennium, the LAUSD faces many challenges, not the least of which is finding adequate classroom facilities to relieve overcrowding brought on by a burgeoning enrollment. Recently, the district responded boldly to this challenge by deciding to utilize its available facilities on a year-round basis. This courageous decision will likely have profound consequences for years to come. The key challenge is to exploit fully the opportunities presented by the conversion to year-round schools in order to raise academic achievement and enhance postsecondary opportunities for district graduates.

As this report and its antecedents have documented, many students are still shackled by the harms of racial isolation--low academic achievement and limited postsecondary opportunities. Black and Hispanic students are especially afflicted by these harms. Three years ago the evaluation planning team recommended that the district take a long-range strategic approach to raising the achievement of all students. Partially in response to this recommendation, the district initiated a planning process which culminated in a final report and an action plan, entitled "The Children Can No Longer Wait." This plan calls for

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pervasive changes in the district aimed at marshalling the needed human and fiscal resources in a coordinated attack on low academic achievement and related harms.

In light of the imminent conversion of all schools to year-round calendars and the district's commitment to change and to innovation as reflected in "The Children Can No Longer Wait," the time is propitious for the district to reexamine all programmatic thrusts within this new context to ensure that all available resources can be brought to bear upon the challenges facing us. It is hoped that the evaluation findings contained in this executive summary will aid in a fruitful way in this reexamination.

MOTIVATION FOR CONDUCTING THE EVALUATION

Why was this evaluation conducted?

On June 28, 1976, the Superior Court required the district to take reasonable and feasible steps to desegregate schools and to provide programs designed to alleviate the harms which flow from racial isolation.

The court identified the following harms associated with racial isolation:

* Low academic achievement

* Low self-esteem

* Lack of access to postsecondary opportunities

* Interracial hostility and racial intolerance

* Overcrowding

The programs developed to address these harms are:

* Magnet School Programs

* Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) Programs (formerly Racially Isolated Minority Schools)

* Permits With Transportation (PWT)

* Continued Voluntary Permits (CVP)

* Overcrowded Schools programs--Year-Round Schools (YRS), Satellite Zone (SAT), and Capacity Adjustment (CAP)

The court directed the district to evaluate the effectiveness of the integration programs that were designed to comply with the court's order.

The Program Evaluation and Assessment Branch (PEAB), formerly the Research and Evaluation Branch, was given the responsibility to evaluate the various integration programs.

The branch assembled a team of experts to form an external evaluation planning team. The planning team developed the evaluation design and wrote the reports for the various integration programs. PEAB staff collected the data, provided the statistical information to the team, and published the reports.

PURPOSE OF THE EVALUATION

The major purpose of the 1988-89 evaluation was to determine the impact of various integration programs designed to ameliorate the harms of racial isolation in the Los Angeles Unified School District.

The specific tasks for this evaluation were:

- To determine if academic achievement had improved
- To determine if self-esteem had improved
- To determine if access to postsecondary opportunities had increased
- To determine if interracial hostility and racial intolerance were reduced
- To determine if overcrowding was reduced
- To examine issues that influence academic achievement
- To provide specific information about individual integration programs

SAMPLING AND INSTRUMENT DESIGN

Who were the subjects for this evaluation?

Sampling Plan and Instruments

* Students in the 1988-89 evaluation were from 229 schools participating in PHBAO, PWT, Magnet, YRS, CAP, CVP, and SAT programs.

* Students were in Grades 4, 5, 7, 8, 10, 11, and 12.

* Grade 12 students completed questionnaires regarding their plans and preparation for postsecondary opportunities.

* Selected students' School Attitude Measure (SAM) scores were collected.

* Students' CTBS/U and CTBS Español test data were collected.

* District records of year-round schools' capacities and enrollments were analyzed.

* Selected school staffs, parents, and students completed questionnaires.

* Selected parents, students, and school and district staffs were interviewed.

* Selected classrooms were observed.

Implementation

* The data were collected principally during the spring of 1989 by Program Evaluation and Assessment staff.

* Data collection procedures were designed as appropriate for specific integration programs. Integration program staff members were involved in determining which data should be collected and how the data should be collected.

QUESTION ONE

What were the 1988-89 CTBS/U reading mean percentile scores of students in integration programs?

	Grade					
Program	4	5	7	8	10	11
Magnet	69	65	70	72	59	65
PWT						
PWT student	28	29	32	34	25	31
Resident student	60	57	57	58	45	52
PHBAO	27	31	31	32	24	31
YRS	26	31	27	29	27	29
CAP Integrated						
CAP student	28	29	29	27	17	18
Resident student	58	55	55	57	46	52
CAP PHBAO						
CAP student	19	25	31	21	16	21
Resident student	24	29	25	22	20	23
SAT	--	--	--	--	23	22
CVP	40	40	31	27	22	27
District	34	37	37	39	32	37

Note. The mean percentile scores are a statistical composite of the fall and spring scores.

- Magnet students scored higher in reading at all grade levels than other integration program students.
- Magnet students scored above the national norm in reading at all grade levels. Resident students in PWT and CAP integrated receiving schools scored above the national norm at all grade levels, except Grade 10.
- Magnet students scored, on the average, 31 percentile points higher in reading than students districtwide.
- PWT, SAT, and CAP students, resident students in CAP PHBAO receiving schools, and students in PHBAO and YRS programs scored below the district averages in reading at all grade levels.

QUESTION TWO

What were the 1988-89 CTBS/U language mean percentile scores of students in integration programs?

	Grade					
Program	4	5	7	8	10	11
Magnet	73	70	76	78	66	69
PWT						
PWT student	30	30	37	40	32	37
Resident student	63	57	59	64	53	57
PHBAO	29	32	36	37	32	36
YRS	31	31	32	36	36	37
CAP Integrated						
CAP student	27	29	36	32	23	29
Resident student	62	56	57	63	54	57
CAP PHBAO						
CAP student	21	27	30	25	19	22
Resident student	24	27	29	29	26	27
SAT	--	--	--	--	31	28
CVP	42	38	29	40	23	25
District	36	39	41	45	41	45

Note. The mean percentile scores are a statistical composite of the fall and spring scores.

* Magnet students scored higher in language at all grade levels than other integration program students.

* Magnet students and resident students in PWT and CAP integrated receiving schools scored above the national norm in language at all grade levels.

* Magnet students scored, on the average, 31 percentile points higher in language than students districtwide.

* PWT, SAT, and CAP students, resident students in CAP PHBAO receiving schools, and students in PHBAO and YRS programs scored below the district averages in language at all grade levels.

QUESTION THREE

What were the 1988-89 CTBS/U mathematics mean percentile scores of students in integration programs?

	Grade					
Program	4	5	7	8	10	11
Magnet	77	72	81	81	77	83
PWT						
PWT student	33	39	40	44	41	51
Resident student	67	64	69	65	69	73
PHBAO	34	41	40	39	42	43
YRS	30	39	37	37	45	43
CAP Integrated						
CAP student	32	39	35	29	26	31
Resident student	66	60	67	63	69	73
CAP PHBAO						
CAP student	24	34	25	15	18	33
Resident student	28	34	29	27	30	33
SAT	--	--	--	--	39	41
CVP	43	39	31	41	30	33
District	41	45	48	48	45	52

Note. The mean percentile scores are a statistical composite of the fall and spring scores.

* Magnet students scored higher in mathematics at all grade levels than other integration program students.

* Magnet students and resident students in PWT and CAP integrated receiving schools scored above the national norm in mathematics at all grade levels.

* Magnet students scored, on the average, 32 percentile points higher in mathematics than students districtwide.

* PWT, SAT, and CAP students, resident students in CAP PHBAO receiving schools, and students in PHBAO and YRS programs scored at or below the district averages in mathematics at all grade levels.

QUESTION FOUR

By ethnic group, what percentage of Grades 1-11 students' 1988-89 CTBS/U scores were in percentile bands designated as very low, low, average, high, or very high in reading vocabulary?

	Percentile band for Reading Vocabulary				
	Very low (1-25)	Low (26-40)	Average (41-60)	High (61-75)	Very high (76-99)
American Indian/ Alaskan Native	38%	18%	19%	11%	14%
Asian	28	15	19	17	22
Black not Hispanic	48	19	17	10	7
Filipino	22	18	24	18	19
Hispanic	55	20	15	7	4
Pacific Islander	33	21	21	14	11
White not Hispanic	17	13	20	20	29
District	44	18	17	11	11

Note. All students who took the CTBS/U, including limited-English-proficient students, are included in these data. Numbers in parentheses are percentiles.

* Forty-four percent of Grades 1-11 students' reading vocabulary scores were in the very low band (the 1st to the 25th percentile).

* Fifty-five percent of Hispanic, 48% of Black, and 38% of American Indian/Alaskan Native students' reading vocabulary scores were in the very low band.

* Twenty-two percent of Grades 1-11 students' reading vocabulary scores were in the high and very high percentile bands (the 61st to the 99th percentile).

* Forty-nine percent of White, 39% of Asian, 37% of Filipino, and 25% of Pacific Islander students' reading vocabulary scores were in the high and very high percentile bands.

QUESTION FIVE

By ethnic group, what percentage of Grades 1-11 students' 1988-89 CTBS/U scores were in percentile bands designated as very low, low, average, high, or very high in language?

	Percentile band for Language				
	Very low (1-25)	Low (26-40)	Average (41-60)	High (61-75)	Very high (76-99)
American Indian/ Alaskan Native	35	17	19	11	18
Asian	15	13	20	16	35
Black not Hispanic	44	19	17	9	10
Filipino	16	15	21	18	30
Hispanic	44	21	18	9	8
Pacific Islander	24	20	22	14	20
White not Hispanic	15	13	19	16	36
District	36	19	19	11	16

Note. All students who took the CTBS/U, including limited-English-proficient students, are included in these data. Numbers in parentheses are percentiles.

* Thirty-six percent of Grades 1-11 students' language scores were in the very low band (the 1st to the 25th percentile).

* Forty-four percent of Hispanic and Black students and 35% of American Indian/Alaskan Native students' language scores were in the very low band.

* Twenty-seven percent of Grades 1-11 students' language scores were in the high and very high bands (the 61st to the 99th percentile).

* Fifty-two percent of White, 51% of Asian, 48% of Filipino, and 34% of Pacific Islander students' language scores were in the high and very high bands.

QUESTION SIX

What percentage of students' School Attitude Measure (SAM) mean scores were at or above the 50th percentile across grade levels in each integration program?

Scale	Magnet	PWT Traveler	PWT Resident	PHBAO	CAP	YRS
Motivation for Schooling	100%	33%	33%	33%	50%	67%
Academic Self-Concept: Performance-Based	100	0	100	33	67	67
Academic Self-Concept: Reference-Based	100	33	100	67	33	33
Sense of Control Over Performance	100	0	33	0	17	33
Instructional Mastery	67	0	0	0	17	0

* Students in magnet schools and centers had the highest percentages of mean percentile scores at or above the 50th percentile for the SAM scales.

* Students in YRS, CAP, and PHBAO programs, PWT travelers, and resident students in PWT receiving schools had less than half of their percentages of mean percentile scores above the 50th percentile.

* Across integration programs, students scored the lowest on the Instructional Mastery scale.

QUESTION SEVEN

What was the effect of integration program participation on student achievement and attitudes toward school?

- There were only a few positive statistically significant differences among student achievement scores and student length of participation in integration programs (i.e., mainly magnet and PWT resident students).

- Although not statistically significant, students who had been in an integration program longer than two years scored slightly higher in reading, mathematics, and language than students who had been in a program for only one or two years.

- The SAM Instructional Mastery scale was the best predictor of academic performance for 4th-grade students. The Academic Self-Concept: Reference-Based scale was the best predictor of achievement for students in Grade 11. However, although the two scales significantly predicted achievement, the predictive power of the scales was minimal.

QUESTION EIGHT

How did higher-achieving predominantly Black and predominantly Hispanic schools in the district differ on specific variables from lower-achieving predominantly Black and predominantly Hispanic schools in the district?

Because of sample size, these results can only be generalized to schools with similar demographic characteristics.

A school with predominantly Black or predominantly Hispanic students was defined as higher achieving if the school's fourth-grade CTBS/U mean scores were higher than or equal to the mean scores for Black or Hispanic students districtwide. The school was designated as lower achieving if the school's fourth-grade CTBS/U mean scores were lower than the mean scores for Black or Hispanic students districtwide.

Site Management

* Teachers in higher-achieving schools were more satisfied with available resources than were teachers in lower-achieving schools.

Principal's Instructional Leadership

* Principals in higher-achieving schools mentioned more specific ways in which they implemented instructional improvement; they also tended to be more involved with the community than did principals in lower-achieving schools.

Expectation Levels

* In higher-achieving schools, teachers and students had higher expectations for students' success than teachers and students in lower-achieving schools. More parents in higher-achieving schools expected their children to complete high school than did parents in lower-achieving schools.

* Black students at lower-achieving schools had the lowest expectation of achievement.

* Half of the teachers felt their students might not develop strong reading and writing skills.

* Teachers in higher-achieving schools more often believed that their students had average or high ability than did teachers in lower-achieving schools.

* More students in Black higher-achieving schools than students in all other schools thought their teachers considered them smart.

- * More students in higher-achieving schools felt that teachers treated them fairly, no matter the student's ethnic group. Black parents were somewhat less satisfied that their children were treated fairly than were Hispanic parents.

Teacher and Student Sense of Control Over Environment

- * Teachers in higher-achieving schools felt that they had more control over the school environment than did teachers in lower-achieving schools.
- * Principals in higher-achieving schools appeared to have more direct involvement in, and organized more activities for, maintaining a positive climate.
- * Students in higher-achieving Hispanic schools more often felt that their efforts were the reason for their success. Students in lower-achieving Black schools held this perception the least.
- * In all schools, teachers attributed student success more often to the actions of the teacher and student failure more often to the actions of the students.

Well Organized and Articulated Curriculum

- * More teachers in higher-achieving schools reported that there was a clear curriculum emphasis and a set of goals in the school.
- * Students in higher-achieving Hispanic schools reported less focus on mathematics and reading than did all other groups.
- * Students in lower-achieving Hispanic schools and higher achieving Black schools reported spending more time with reading than with other subjects.

Positive and Orderly School Climate

- * Principals, teachers, and parents in all schools rated an orderly and disciplined environment as one of the most important factors for an effective school.
- * Parents of children in the Black schools felt less confidence that their children would be safe in school than did parents of children in Hispanic schools.

QUESTION NINE

How did the achievement of the spring 1986 Magnet applicants who were accepted into a magnet program compare to the achievement of those assigned to a waiting list?

The availability of pre- and posttest data limited this study sample to spring 1986 applicants in two grade levels.

Pretest Scores

* No significant racial/ethnic group differences existed between the CTBS/U reading and mathematics pretest scores (pre-magnet application) of the applicants accepted into a magnet and the scores of applicants assigned to a waiting list.

Posttest Scores

* Reading and mathematics posttest scores for fifth-grade Asian and eighth-grade Hispanic students who had attended a magnet for one year were significantly higher than their counterparts assigned to a waiting list. The posttest reading scores for eighth-grade magnet Black students were also significantly higher than those of their counterparts assigned to a waiting list.

QUESTION TEN

Has the School Readiness Language Development Program (SRLDP) continued to be a successful preschool program?

---

* SRLDP pupils' scores improved significantly between pre- and posttesting in all areas on the Cooperative Preschool Inventory.

* First- and second-grade pupils in SRLDP schools, who had prior SRLDP experience, consistently scored higher on the CTBS/U in reading and mathematics than students in the same schools without SRLDP experience. Former SRLDP pupils scored higher in reading and the same or better in mathematics on the CTBS Español than students without SRLDP experience.

* Program staff noted a number of positive aspects of the program for children which included opportunities for social-emotional growth, the development of good self-concepts, development of language skills, and preparation for kindergarten. The parent education component was also viewed as a positive aspect of the program.

QUESTION ELEVEN

What are the successful practices used in the Med-COR program that can be transferred to other programs?

---

* Counseling Practices: Students are provided with career counseling, academic counseling as needed, regular progress reports with follow-up, and college counseling which includes information on financial aid, scholarships, PSAT and SAT tests, college requirements, and college recommendations. There is frequent contact between program staff, students, and parents.

* Instructional Practices: Students are provided individualized instruction and one-on-one tutoring in special Saturday classes to help them improve their academic skills, increase their self-confidence, and develop more mature attitudes toward school. Students also receive SAT preparation, and test structure and test-taking instruction.

* Institutional Support: Med-COR is sponsored jointly by the University of Southern California School of Medicine (USC) and the Los Angeles Unified School District (LAUSD). These sponsoring agencies have provided adequate financial support. USC provides Saturday enrichment classes with specialized tutoring as well as college financial aid. LAUSD provides the means for Med-COR staff to recruit interested students and provides transportation for students to attend Saturday classes.

* Collection of Data for Decision-Making: Med-COR staff members regularly collect data about student attitudes and student progress in order to properly monitor the program and make decisions on how to improve the program.

* In addition to the transferable practices, the following program characteristics were evident in the Med-COR program:

. staff who exhibit strong leadership in administering the program and staff who encourage and motivate both students and parents;

. an environment which is racially and culturally integrated, stimulating and comfortable, and which provides students with exposure to new experiences; and

. students who are self-confident, motivated, responsible, and supportive of their peers.

QUESTION TWELVE

What are the parent and child behaviors related to homework that positively affect children's achievement?

This study was limited to students and parents in PHBAO schools that had computerized records. Thus, the results from this study can only be generalized to parents and students who have similar demographic characteristics as the study sample.

High-achieving students were defined as students who scored at or above the 50th percentile in reading or mathematics for two consecutive years. Students were designated as low achieving if they scored at or below the 25th percentile in the same subjects and for the same time period.

- Parents of high achievers were more likely to be involved in their children's homework activities than were parents of low achievers.
- Parents of high achievers were more likely to know how to help their children with homework than were parents of low achievers.
- Parents of high achievers were more likely to have high educational expectations for their children than were parents of low achievers.
- Mothers of high achievers were more likely to be employed outside the home than were mothers of low achievers. This may account for the finding that parents of high achievers were less likely to be home from 3 p.m. to 5 p.m. than were parents of low achievers.
- Parents of high achievers were more likely to view their neighborhoods as safe than were parents of low achievers.
- High-achieving children were more likely to use a dictionary to do their homework than were low-achieving children.
- High-achieving children did homework more frequently than did low-achieving children.

QUESTION THIRTEEN

What percentages of students in each integration program have indicators that will provide them access to postsecondary opportunities and education?

Indicator	Magnet	PWT Traveler	PWT Resident	PHBAO	YRS
Plan to graduate	99%	95%	96%	96%	97%
Took Scholastic Aptitude Test (SAT)	69	48	61	47	50
UC-eligible	24	12	25	10	11
CSU-eligible	27	15	26	13	13

* Over two thirds of the students in magnet programs took the SAT, compared to half or less of those in YRS and PHBAO programs and PWT travelers.

* Ninety-five percent or more of all the integration program students planned to graduate.

* Students in magnet programs and resident students in PWT receiving schools completed stronger academic programs than PWT travelers or students in YRS or PHBAO programs.

* Magnet students and resident students in PWT receiving schools were more likely to be eligible for CSU than were students in YRS and PHBAO programs or PWT travelers.

* Magnet students and resident students in PWT receiving schools were twice as likely to be eligible for UC than were students in YRS and PHBAO programs or PWT travelers.

QUESTION FOURTEEN

What percentage of Grade 12 students were CSU-eligible, by ethnicity and integration program?

		PWT				
	Magnet	Traveler	Resident	PHBAO	YRS	Total
American Indian/ Alaskan Native	--%	--%	28%	--%	--%	21%
Asian	66	49	45	42	32	46
Black	23	12	18	13	--	15
Filipino	62	--	43	33	51	39
Hispanic	23	10	12	11	15	13
Pacific Islander	--	--	--	--	--	20
White	45	--	41	26	--	40

Note Dashes indicate that the percentages for groups with less than ten students eligible for CSU are not reported.

* The CSU-eligibility rates for Asian students were the highest of all groups in the integration programs. White students had the next highest CSU-eligibility rates.

* A higher percentage of magnet students of all ethnic groups were eligible for CSU than their counterparts in other integration programs.

QUESTION FIFTEEN

What percentage of Grade 12 students are UC-eligible, by ethnicity and integration program?

		PWT				
	Magnet	Traveler	Resident	PHBAO	YRS	Total
American Indian/ Alaskan Native	--%	--%	18%	--%	--%	11%
Asian	58	34	37	29	23	35
Black	15	6	8	6	--	8
Filipino	41	--	32	19	34	22
Hispanic	14	7	7	7	9	8
Pacific Islander	--	--	--	--	--	18
White	30	--	29	17	--	28

Note. Dashes indicate that the percentages for groups with less than ten students eligible for UC are not reported.

* UC-eligibility rates for Asian students were the highest of all groups in the integration programs. Black and Hispanic student rates were the lowest.

* A higher percentage of magnet students of all ethnic groups were eligible for UC than their counterparts in other integration programs.

QUESTION SIXTEEN

What was the success rate of the 1987-88 ninth-grade students in Algebra 1AB?

- Thirty-five percent of the 1987-88 ninth-grade students completed Algebra 1AB by the end of ninth grade. Of this group, approximately 30% were Black, 24% Hispanic, 49% White, 61% Filipino, and 77% Asian.

- Nearly half of the teachers gave marks of D or F to 40% or more of their students and nearly half of the schools had 40% or more of the students receiving a D or F in algebra.

- Sixty-one percent of students taking algebra received a mark of A, B, or C, 25% received Ds, and 14% received Fs.

- Over 80% of Asian and Filipino students and 70% of the White students received a mark of "C" or better in Algebra 1AB, while only approximately 60% of Hispanic and 53% of Black students were as successful.

- Black and Hispanic students experienced a low rate of success in algebra. This is evident when the small percentage of Black and Hispanic students enrolled in algebra is considered with the large proportion of these students receiving low marks. Districtwide, approximately one sixth of Black and Hispanic students are successful (i.e., a mark of C or better) in algebra, compared to two thirds of Asian, one half of Filipino, and one third of White students.

- A comparison of the students' Algebra 1AB marks with their CTBS/U mathematics scores suggests that algebra marks may have been based on factors other than students' general mathematics ability.

- Eighty percent of the Algebra 1AB students scored above the district median (45th percentile) on the CTBS/U mathematics test in the fall of their ninth-grade year. The median percentile for students receiving a D in algebra was 63 and the median percentile for students receiving an F was 54.

QUESTION SEVENTEEN

What were the effects of Year-Round Schools?

Overcrowding

- * Eighty-two elementary year-round schools operated, on average, at approximately 95% of capacity.
- * Nine junior high year-round schools operated, on average, at approximately 96% of capacity.
- * Four senior high year-round schools operated, on average, at approximately 101% of capacity.

Academic Achievement

- * Students in year-round schools generally scored below students districtwide in reading, mathematics, and language on the CTBS/U. Note. A large percentage of LEP students taking the CTBS/U in English had lower reading, mathematics, and language scores. There are more LEP students attending year-round schools than there are attending non-year-round schools. Fifty-one percent of the students in year-round schools are LEP whereas only 31% of the students in the district are LEP.

Postsecondary Opportunities

- * More Grade 12 students in year-round PHBAO schools than students in non-year-round PHBAO schools indicated that they planned to graduate, took the Scholastic Aptitude Test, and were UC-eligible. The CSU eligibility rate was the same for both groups of students.

Attitudes Toward School

- * Students in year-round PHBAO schools had similar attitudes toward school as did students in non-year-round PHBAO schools and CAP students in PHBAO receiving schools.

School Staff

- * Teacher attendance was better in year-round schools than in non-year-round schools.
- * Elementary administrator attendance was slightly better in year-round schools than in non-year-round schools. Secondary administrators in year-round schools were absent more frequently than administrators in non-year-round schools.

QUESTION EIGHTEEN

To what extent are quality services provided to CAP students?

---

* Bilingual teachers and teacher assistants were provided at CAP receiving schools to a lesser degree than they were at the sending schools; receiving school principals indicated they needed more such personnel to meet the needs of the CAP students.

* Bilingual teachers at CAP sending schools felt that they received more support from their principals than did the bilingual teachers at CAP receiving schools.

* At CAP elementary receiving schools 85% of the teachers were not bilingual, but 69% indicated they taught ESL.

* There is a great need in both CAP sending and receiving schools for bilingual teachers who are certified.

* About one third of the CAP students enrolling late at secondary receiving schools reported that their records from their previous schools were not available at the time they scheduled their classes.

* A large proportion of CAP students (40%) could not speak English well enough to communicate with a counselor. However, most of these students reported that someone at the school was available to help them in their language.

* CAP students at most grade levels achieved lower scores on the CTBS/U than did the resident students at their schools. However, CAP students at integrated receiving schools scored higher than did their counterparts at PHBAO receiving schools. CAP students also tended to score below their counterparts at the sending schools.

QUESTION NINETEEN

What is the status of bus suspensions of traveling students in integration programs?

- The overall traveling student suspension rate was 4%.
- Higher percentages of PWT students (5%) and CAP students traveling to integrated receivers (5%) were suspended than were students in SAT and magnet programs (2% each).
- Junior high school students were suspended more often (8%) than were students at the elementary (4%) or senior high level (4%).
- Black students were suspended at a higher rate (4%) than were students of other ethnic groups. The suspension rate for Asian students was less than 0.5%.
- More than twice as many boys (1,180) as girls (509) were suspended.
- The major causes for bus suspensions were noise, fighting, and not remaining seated.
- Most students suspended from transportation were suspended for one day. Few elementary students were suspended a second time while almost one third of the junior high and senior high school students were suspended a second time.
- Almost half of the bus drivers reported that student behavior was better with a bus aide on the bus. The drivers rated bus aides as being more effective at the elementary school level than at the secondary level.
- Language differences between driver and student were rarely a problem.
- Drivers considered staff development activities somewhat effective in helping them manage behavior problems.
- Drivers varied considerably in their understanding of district guidelines for suspending students.
- Most drivers indicated that a student's behavior usually or sometimes improved after the student was suspended.

QUESTION TWENTY

What were the interracial/interethnic relations at school sites?

Students, teachers, administrators, and classified staff at 97 schools responded to questionnaires, and students and staff at 11 schools, representing PHBAO, PWT, YRS, and magnet programs and each administrative region, were interviewed.

- * At the district level, elementary school students had quite positive attitudes toward intergroup relations and quite positive perceptions of their schools' interracial/interethnic climate. Secondary students had somewhat positive attitudes and perceptions.
- * At the program level, elementary-level traveling students in the Permits With Transportation and Capacity Adjustment programs were the least positive in their intergroup perceptions.
- * Within elementary programs, the groups with the most positive attitudes were Asian students in magnet programs, Filipino students in YRS and PHBAO schools, and resident Hispanic students in PWT receiving schools. The groups with the least positive attitudes were traveling Asian, Black, and Hispanic students in the CAP and PWT programs.
- * On almost all campuses, students and staff members felt that a particular group of students was getting special treatment, although the group receiving the attention was never the same among schools and the reasons for special treatment varied (e.g., special attention to magnet students or athletes).
- * On a district-wide level, across all programs and campuses, the student and staff concerns for student safety went beyond issues of interracial/interethnic relations to those of protection from criminal behavior and from the pervasive gang problems.
- * Analyses of teacher comments and responses to questionnaire items revealed that teachers do indeed hold differential expectations for some students. These expectations often were expressed in racial/ethnic terms. The question that remains, however, is the extent to which these expectations have a causal effect on student performance.

QUESTION TWENTY-ONE

What were the most prevalent problems faced by traveling students in integration programs and which program had the most students referred for counseling support?

- The Integration Support Unit (ISU) is a part of Student Attendance and Adjustment Services (SAAS). ISU counselors provide direct counseling support to traveling PWT, CAP, SAT, and CVP students who are having attendance and adjustment problems. These students are usually referred to the counselors by teachers, principals, and deans.

- In 1988-89 there were approximately 13,682 PWT students, 13,853 CAP students, 1,892 SAT students, and 784 CVP students eligible for ISU services.

- In one nine-week period from March to May of 1989, 3,741 students were referred to ISU counselors.

- CAP students, representing approximately 46% of the students eligible for ISU counseling services, made up over 58% of the referrals.

- PWT students, representing approximately 46% of students eligible for ISU counseling services, constituted 22% of the referrals.

- The most prevalent reasons for referral of students were attendance problems (79% of the cases), followed by behavior problems (10%), special services (5%), address verification (3%), home conditions (2%), and other reasons (4%).

- Although attendance problems were the reason for most referrals, upon investigation, counselors often found that health and illness, truancy, and social problems were at the root of most attendance problems.

QUESTION TWENTY-TWO

What is the status of the Counseling Support Program in PHBAO elementary and junior high schools?

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* The program operated in 38 elementary and 28 junior high PHBAO schools that ranked lowest in terms of their CTBS/U reading achievement scores from 1983 through 1987.

* Teachers reported that most counseling activities were implemented and were effective. The activities included: individual and group counseling, making referrals, consulting with parents and teachers, and assisting students to develop an understanding of junior high school curriculum requirements and opportunities.

* The counselors also provided information on effective strategies that teachers could use in classrooms and that parents could use at home.

* Teachers and counselors reported lack of time as the most frequent reason why some activities were not implemented.

* Counselors worked a ten-month school year even though some were assigned to a year-round school. This type of assignment resulted in students in year-round schools not receiving the full services of the counselor during the summer months.

* Teachers and counselors at the elementary and junior high schools expressed a desire for increased contact with parents and for greater parent participation in their children's education.

QUESTION TWENTY-THREE

To what extent are Project AHEAD and PICA assisting parents?

Project AHEAD

* This year there was a substantial increase in the number of participating parents (691) from last year (370).

* Almost all of the participating parents reported that they were visited twice a month by a family educator who provided information to parents on how to become more involved in the school and how to provide home learning tasks for their children.

* Teachers indicated there was an increase in parent involvement; parents reported communicating more frequently with teachers and being more involved with their children.

* Teachers and Project AHEAD parents reported positive changes in pupil's grades, test scores, self-esteem, attitudes toward learning, work habits, and attendance.

* Most of the Project AHEAD pupils reported having a place in their home to study, reading aloud to someone in the home almost every day, getting help with their homework, and talking weekly to their parents about school.

PICA

* PICA staff held a total of 78 workshops at 10 schools in which 260 parents attended at least one workshop. The average number of workshops attended by parents was two. An average of seven parents attended each workshop.

* The workshops were designed to provide information to increase the skills that parents need to be the primary teacher of their own children. Parents and PEAB observers found the presenters to be well organized and responsive to questions. Most parents rated PICA staff highly on their ability to help. Parents felt better prepared to improve their children's feelings about themselves and their grades and/or test scores.

* In addition to the workshops, a PICA staff member visited the campuses of 8 of 10 schools once each week to provide support to parents and to encourage them to become more involved in school activities. Over half of the parents interviewed reported that they talked with PICA staff and found them helpful.

INTRODUCTION

to the

1988-89 INTEGRATION EVALUATION REPORT

Introduction

As a result of the Crawford v. the Los Angeles Board of Education court action, the California Superior Court found that racial isolation is related to low academic achievement, low self-esteem, lack of access to postsecondary opportunities, interracial hostility and racial intolerance, and overcrowding in schools. To alleviate these five court-identified harms of racial isolation the Los Angeles Unified School District (LAUSD) designed the following integration programs: Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) Programs, the Magnet School Programs, the Overcrowded Schools Programs (Year-Round Schools, Satellite Zone, and Capacity Adjustment), and Permits With Transportation. Annual evaluation studies of the integration programs have been conducted since the 1980-81 school year: The studies are intended to provide policy-makers and program staff with relevant information on which to make program decisions.

Study Design

As in previous years, the issues addressed in this year's studies came from several sources. Some concerns were voiced by the Los Angeles Unified School District's Board of Education in response to findings in the 1987-88 integration evaluation report, and other questions were posed by staff who are directly involved with specific integration programs. These audiences are all quite familiar with the programs, which have been described in previous years' reports. Consequently, this set of evaluation studies does not attempt to give a comprehensive view of each program. Instead, each study either addresses specific aspects of a program in depth or focuses on issues deemed important across several integration programs.

The 1988-89 evaluation has three main thrusts. Two of the thrusts continue evaluations begun in previous years; the third focuses on aspects of the programs not studied in earlier evaluations. The evaluation continues the analysis of court-identified harms of racial isolation across programs: low academic achievement, lack of postsecondary opportunities, low self-esteem, interracial hostility and racial intolerance, and overcrowding in schools. In addition, an assessment of ethnic group differences has been incorporated into the program-level harms analyses. That is, this year the evaluation not only addresses the harms by program, it also examines the impact of these harms on specific ethnic groups.

This evaluation, as in past evaluations, continues to collect program-specific information that cannot be derived from the data collected for the harms analyses studies. This year, the integration program staff identified specific issues that were addressed in six programs: The Counseling Support Program, Med-COR, Project AHEAD, Parents Involved in Community Action (PICA), the School Readiness Language Development Program (SRLDP), and the Integration Support Unit (ISU) of the Student Attendance and Adjustment Services.

The evaluation also encompasses several studies that address issues that influence student achievement across integration programs. The following studies fall into this category.

The Suspension of Traveling Students in Integration Programs from School Buses study is an examination of the relationships between bus suspensions and the following factors: the integration program in which the student participates, the student's ethnicity and grade level; the reasons for the suspension; and the duration of the suspension from buses.

The Homework-Focused Parenting Practices that Positively Affect Childrens' Achievement study is an analysis of the relationships between third-grade student achievement and parenting practices that focused on homework.

The Algebra 1 Follow-Up studies continue to evaluate the effects of the district's policy to encourage ninth-grade enrollment in Algebra 1AB.

The Linkage study evaluates the relationship among students' length of integration program participation, academic achievement, and attitudes toward school.

The Variables Related to Ethnic Differences in Achievement study is a summary of several bodies of research literature on the effects of school on Black and Hispanic students' achievement. The study identified several important variables upon which the comparison study of higher and lower achieving predominantly Black and Hispanic schools is based.

The School Characteristics and Ethnic Group Achievement study applies several of the variables identified through the literature review discussed in the above paragraph. The variables were used to compare predominantly Black and Hispanic schools that have high and low achievement scores.

Figure 1 provides the organization of the report.

Figure 1

REPORT ORGANIZATION

Part I — Executive Summary

Introduction
  Presentation of the issues considered, description of the evaluation design, and overview of the methodology.

Summaries and Recommendations
  Specific findings and recommendations for each program and special study.

Conclusions and Recommendations
  General recommendations based upon a consideration of the findings across integration program and special studies.

Part II — Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) Programs
  Program by program reports focusing on program objectives and their relationship to the identified harms as well as specific questions posed by program staff and/or previous evaluation reports.
Counseling Support Program
Med-COR
Parents Involved in Community Action (PICA)
Project AHEAD
School Readiness Language Development Program (SRLDP)

Part III — Overcrowded Schools Programs
  Capacity Adjustment Program (CAP)
  Year-Round Schools (YRS) Program

Part IV — Outcomes Harms Analyses
  Detailed analyses across programs

Linkage Study
  An examination of the relationship among students' integration program, length of integration program participation, academic achievement, and attitudes toward school.

Part V — Special Studies: Achievement Issues

Part VI — Special Studies: Process Issues

Part VII — Appendix

General Study Methods

Evaluators followed consistent methods for all studies. They specified the appropriate evaluation questions and their related variables, identified the sampling populations (e.g., students, teachers, administrators, parents), designed or selected the proper instruments for collecting information from the sample group, and collected and analyzed the data.

Sample

Samples for the studies in this report were selected from the 226 district schools that participate in the annual integration evaluation and from the district's student pilot mini-database. The sample for the School Characteristics and Ethnic Group Achievement and the Academic Achievement studies consisted of all schools in the district. The grade levels selected this year were Grades 4, 5, 7, 8, 10, and 11. A sample of Grade 12 students participated in the postsecondary opportunity study.

Instrumentation and Data Collection

Evaluators employed a variety of instruments to collect information. Most studies used one or more of the following published measures: (a) Comprehensive Tests of Basic Skills, Form U (CTBS/U); (b) the School Attitude Measure (SAM); (c) the 12th-Grade Survey of Postsecondary Plans (a district questionnaire that assesses student preparation for postsecondary education); and (d) the Scholastic Aptitude Test (SAT). In addition to the published measures, many studies also employed questionnaires, interview protocols, site observations, and/or other forms of data collection.

The LAUSD Program Evaluation and Assessment Branch staff managed data collection for the studies from July 1988 to June 1989. Because of employee contract negotiations, measures of student achievement were administered during either the fall or spring semester of the 1988-89 school year. The School Attitude Measure was administered in spring 1989.

Data Analysis

Several types of analysis were used in the evaluation studies. These included: (a) descriptive statistics (frequencies, percentages, means, and medians), for summarizing achievement and attitude data, and questionnaire responses; (b) content analyses to summarize open-ended questionnaire and interview responses; (c) statistical tests of group differences (t-test, analysis of variance, and chi-square) to determine if significant differences exist within, among, or between groups; and (d) correlation and multiple regression analyses to examine the relationships among multiple variables, especially in the linkage study.

PROGRAM SUMMARIES

for the

1988-89 INTEGRATION EVALUATION REPORT

COUNSELING SUPPORT PROGRAM

Marilyn Burns, Phd

Program Description

The Counseling Support Program was initiated in 1987 as a result of a Board of Education directive to reallocate the funding for the Supplemental Counseling Program in predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) senior high schools. The Board directive expanded the scope of the original high school program to include elementary and junior high schools. The program, which is in its second year, continues to focus on raising the academic achievement of the students in these schools and increasing their access to postsecondary opportunities.

The first of three phases of program implementation occurred in September, 1987, when one full-time counselor and one half-time psychologist were made available to each of the elementary schools participating in the Los Angeles Unified School District's (LAUSD) Ten Schools Program. In the second phase, in February, 1988, each of 10 additional low-achieving elementary schools received one counselor. In the third phase of the program, in September, 1988, according to the plan approved by the Board of Education, one counselor was assigned to each of 18 additional elementary schools and 28 junior high schools. The elementary and junior high schools were selected from PHBAO schools that ranked lowest on a list compiled from the CTBS/U (Comprehensive Tests of Basic Skills, Form U) reading achievement scores from 1983 through 1987.

In the elementary schools, counselors primarily provide services to students in Grade 3, a critical period of development and learning. Counselors identify students with special needs, consult with teachers and parents, conduct regularly scheduled individual and group counseling sessions with the students, and conduct classroom guidance on such subjects as improving study habits, increasing self-esteem, and postsecondary planning. In Grade 5 or 6, the matriculating level, counselors also assist in the articulation process and prepare graduating students for the junior high school experience. In their remaining time counselors provide additional guidance services for all students, parents, and teachers.

School psychologists are assigned half time to the schools in the Ten Schools Program as part of the Counseling Support Program with the remainder of their time purchased by regular district/special education funds and the local school, allowing for most of the psychologists to be assigned to the schools full time.

The Educational Opportunities Counselors in the participating junior high schools provide intensive counseling and guidance services for incoming sixth- or seventh-grade students who are considered to be at risk. Their goal is to increase the factors, behaviors, and conditions that will help students to become academically successful in junior high school.

Purpose of the Study

The purpose of this study was to assess the extent of the implementation and effectiveness of the elementary and junior high school Counseling Support programs in order to collect information that can guide program refinement and direction. It was determined that the senior high component would not be studied this year. Although the first two phases of program implementation occurred in the 1987-88 school year, implementation was addressed again this year because the 1988-89 program was focused more clearly on its target population and because many counselor positions were not filled at the beginning of the year. While some schools were in the second year of implementation, others were in the first year at the time of assessment, many counselors were serving in the program for the first time, and many did not start at the beginning of the school year.

Sample and Instrumentation

Questionnaires were developed to gather opinions about the implementation and effectiveness of the Counseling Support Program from elementary counselors, psychologists assigned to the Ten Schools Program, Grade 3 teachers, Grade 5 or 6 teachers (matriculating level), elementary principals, junior high school counselors, and junior high school principals. Suggestions for program improvement were requested from all participants.

In addition, questionnaires were designed to gather the opinions of third-grade students who had received guidance services and a telephone survey was conducted with their parents.

Summary of Findings

The findings of the 1988-89 Counseling Support Program are summarized as follows:

1. The elementary school Counseling Support Program became well established during 1988-89, and the counselor was seen as an effective and desirable addition to the school staff. Most activities were implemented and considered effective. The counselor's presence and function were made clear to the students served and to most of their parents. Lack of time often was cited as the reason that some activities were not implemented. About 20% of teachers indicated that activities designed to familiarize the fifth- or sixth-grade students with junior high school and activities focusing on postsecondary education and/or employment planning for those students had not been implemented. Respondents reported most frequently that these activities were scheduled for later in the semester, after the questionnaire was completed.
2. The school psychologists assigned to the Ten Schools Program were highly valued by the principals and counselors, who perceived the psychologists as a resource. Many third-grade teachers also felt that the psychologists' services were effective.
3. At the junior high schools, counselor activities were viewed as highly effective. However, a few schools did not implement the articulation activities.
4. There is a discontinuity between the assignment period of counselors and of teaching staff in year-round schools at elementary and junior-high levels. Respondents at both levels

suggested that the program would be improved if some assignment adjustment could be made so that services were available to all students on all tracks.

5. Elementary teachers and counselors at elementary and junior high schools expressed a desire for increased contact with parents and greater parent participation in their children's education. A good start was made at the elementary school, but some teachers complained that they were not made aware of any parent contacts. Program continuity should allow growth of parent-related activities at both levels.

6. A few teachers at the elementary level indicated a need for more fluent Spanish-speaking elementary counselors in PHBAO schools, where many students and parents do not speak English.

Conclusions

The purpose of this study was to determine the implementation and effectiveness of the Counseling Support Program at participating elementary and junior high schools. The program is designed to break patterns of low achievement and to increase postsecondary educational and vocational opportunities for the students involved. Questionnaire responses from teachers, principals, counselors, and school psychologists were reviewed as were the responses of participating students and their parents.

The elementary school Counseling Support Program has been fully implemented and is in its second year of operation in most of the designated schools. It is viewed by school staff as effective and as a most desirable and necessary part of the school program. Additional counselors were provided to junior high schools this year; both principals and counselors viewed their activities as highly effective. However, many of the counselors were assigned late in the year and volunteered, on the questionnaire, their hopes and plans for a full program in the coming year. The counselors are in various stages of program implementation, with some in the process of defining their function and identity within the school.

The increased participation of parents is a goal expressed by counselors and other school staff at the elementary and junior high levels. A good beginning has been made at the elementary schools. Program continuity should increase parent participation at both levels.

Recommendations

Based on the findings of the 1988-89 Counseling Support Program, the following recommendations are offered:

1. The Counseling Support Program is highly valued in participating schools and should be continued so that program continuity can allow the full development of program services. Junior high schools especially need to be assured of continuity.
2. All teachers in the Ten Schools Program need to be informed of the different functions and activities of the counselors and psychologists on the school's guidance team. Teachers need to be made aware of counseling program activities even when the activities do not directly involve their classrooms or students.
3. Examine the activities that familiarize the matriculating students with junior high school and that focus on long-range educational and vocational planning for these students. Although the activities

are designed to help the students, some teachers see the activities as premature and not applicable to their classes. Inservice sessions for teachers and the incorporation of various approaches to the subject may improve this aspect of the program. A low-key, on-going activity may be more productive than a concentrated experience just before graduation.

4. Review the staffing and scheduling needs of year-round schools to see if adjustments in counselor assignments are feasible.

5. Provide inservice experiences that are designed to improve counselors' skills in making effective contacts with parents and in communicating these contacts to the teachers involved. The growth of parent contacts at the elementary level has been excellent, and the continuation of this activity in junior high is desirable.

MED-COR PROGRAM

John Wright, EdD

Program Description

Med-COR (Medical-Counseling, Organizing, and Recruiting) is an academic enrichment program, sponsored jointly by the University of Southern California (USC) School of Medicine and the Los Angeles Unified School District (LAUSD). It is one of the district's court-approved Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) programs that is designed to reduce the consequences of racial isolation in the school district. Historically, a large number of students who participate in the program enroll in college and successfully pursue professional health careers.

Purpose of the Study

Previous evaluations of Med-COR results have delineated several aspects of the program that have contributed to its success and may be transferable to other programs. The 1988-89 evaluation was directed to identify those elements of the program that are transferable to other programs and to identify the program characteristics that insure the success of a program after the transfer of those elements.

Sample and Instrumentation

Data were obtained from three main sources: data archived since 1979, Med-COR staff interviews, and two questionnaires administered to junior and senior high school staff members and June 1988 Med-COR graduates.

The pattern of annual evaluation since 1979 has made it possible to identify certain aspects of the program that have improved with staff efforts and could be incorporated in other programs. In addition, three leading staff members of Med-COR (the director, assistant director, and coordinator) were asked to identify those aspects of the program they thought could be transferred and those considered to be inherent in the program itself (recruiting practices, institutional support, opportunities for postsecondary education, Scholastic Aptitude Test (SAT) classes, and data needed for program decision-making).

Two questionnaires were also administered. The first asked school staff to list the practices that they had found to be most successful in interesting students in and recruiting students into the program. The second questionnaire, administered to June 1988 Med-COR graduates, specifically requested their opinions about recruiting practices and opportunities for postsecondary education.

Summary of Findings

Information for the 1988-89 evaluation of the Med-COR program was obtained from three data sources: archived data from questionnaires administered from 1979 to 1988 to Med-COR staff and parents of Med-COR students, interviews conducted with Med-COR staff, and questionnaires administered this year to junior and senior high school staff and 1988 Med-COR graduates. This year's interviews and questionnaires were designed to elicit information from respondents regarding elements that made the Med-COR program successful. The data collected were divided into two categories: elements that were transferable and program characteristics. These two categories of data included the areas of recruitment, institutional support, postsecondary educational opportunities, SAT preparation, and data needed for decision-making. This section of the report summarizes all the transferable elements and program characteristics across data sources, respondents, and areas of the program.

Transferable Elements

Med-COR supervisors, staff, and 1988 graduates and parents of program students indicated many successful elements of the program that could be transferred to other programs:

Counseling practices:

Career counseling that results in students choosing a career

Academic counseling immediately available when needed

Regular progress reports with feedback and follow-up

Frequent contact between program staff and students and parents

Counseling by Med-COR staff

College counseling:

College selection

Financial aid and scholarship information

College application recommendations

College application assistance

PSAT information

College requirements and the SAT

Instructional practices:

- Student-developed academic goals
- Individualized curriculum instruction
- Individualized skill development instruction
- One-on-one tutoring
- Self-discipline development
- Note-taking skill development
- Saturday classes
- SAT preparation
- Test structure instruction
- Test-taking time-management instruction
- Scoring procedures information
- Practice time

Recruiting techniques:

- Classroom announcements
- Teacher/student contacts
- Assemblies
- Bulletin board notices
- Visits conducted by Med-COR staff
- Brochures distributed to parents
- Assemblies with Med-COR staff

Institutional support:

- Financial support (adequate funds available when needed)
- Access to LAUSD PHBAO junior and senior high schools and students by Med-COR staff
- Paid busing services expedited by the district

USC facilities available on Saturdays

Summer opportunities to work and learn at USC

Adequate parking for Saturday classes and summer work

College financial aid provided by USC

Data gathered for decision-making:

Student and parent attendance

Attitude, mathematics, and reading test scores

Classes taken and expected to be taken

Subject achievement marks

Career choices

Students' interest in continuing in the program

Reasons for dropping out of the program

Annual college enrollment of program graduates

Program Characteristics

Med-COR supervisors, staff, and 1988 graduates and parents of program students indicated program characteristics that can be summarized into four groups: environment, student, parent, and staff attributes.

Environment:

Racially and culturally integrated

Providing exposure to new things

Stimulating

Comfortable

Students:

- Self-confident
- Motivated
- Responsible
- Supportive to peers
- Recruiting peers

Parents:

- Understanding
- Supportive and encouraging
- Participating

Staff:

- Exhibiting strong leadership
- Encouraging
- Believing in the program
- Motivating

Recommendations

Before developing a new program, school district personnel may wish to consider the successful elements of the Med-COR program that could be transferred. It is necessary to keep in mind the program characteristics that maintain a program's success after the elements have been adopted. Good programs result from both the concerted effort of the program staff and from students' success.

PARENTS INVOLVED IN COMMUNITY ACTION

Deborah Oliver, PhD

Program Description

Parents Involved in Community Action (PICA) stresses the importance of the role that parents have in their children's education. Through a series of workshops and in-school support, the program provides information that will increase the skills that parents need to be the primary teacher of their own children. Parents study such topics as communication, discipline, school procedures, and leadership. Children's academic achievement and school attendance are expected to improve because their parents are acquiring new educational skills.

PICA is an integral part of the Ten Schools Program, a research-based pilot program designed to improve academic achievement. It operates in 10 low-achieving elementary schools where enrollments are predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) students. PICA has been part of the Ten Schools Program since it started in the fall of 1987; however, PICA has been a Los Angeles Unified School District (LAUSD) parent involvement program since 1970. Presently, it is offered only in the schools in the Ten Schools Program, where it serves parents of pupils in kindergarten through sixth grade. According to the PICA program director, in 1988-89 the ethnicity of the PICA participants was approximately 75% Hispanic and 25% Black.

Purpose of the Study

The two major purposes of this evaluation were to determine how well the program was being managed and implemented and how well the program activities helped parents and children.

Sample and Instrumentation

The 1988-89 evaluation of PICA consisted of five parts: (a) principal interviews, (b) community liaison interviews, (c) parent interviews, (d) program staff interviews, and (e) workshop observations. Program staff also collected attendance data at each workshop. This information was used to measure participation and to draw participant samples for the parent interviews.

All 10 principals and the 15 community liaisons were interviewed by telephone. A sample of 134 parent participants was also chosen for telephone interviews. The executive director and the program coordinator were also interviewed. Program Evaluation and Assessment Branch staff observed a sample of 13 PICA workshops to record how many parents attended and what happened at the workshops. At the conclusion of each workshop, they led a short group interview with the parents to get their views of the presentation and the PICA program.

Summary of Findings

The major findings of the 1988-89 evaluation of PICA are summarized below.

How Well Are the Program Objectives Being Met?

1. Each school received a different set of workshops that was structured to meet the needs of the parents at each school. One

school had three 3-hour workshops but the remainder had six to nine 1-hour workshops. PICA staff at 8 of the 10 schools visited the campus once a week to help the parents as needed.

2. According to program staff, the main problem they faced as they worked toward the objectives was getting parents to attend the workshops. Many parents were afraid to leave their homes for fear their homes would be burglarized or they would be assaulted on the way to or from school. Staff members often found meetings difficult to conduct because other activities were occurring in the same room and the workshops often had to be conducted in two languages.

3. Parents reported to program staff examples of the program meeting its objectives. Parents felt that they were more successful in dealing with their children and that they were better able to verbalize their thoughts and feelings with family members and their children's teachers. PICA staff witnessed parents volunteering at the school and getting involved in projects with teachers. According to the program staff, Black and Hispanic parents also became more willing to work with each other.

How Well Is the Program Being Implemented and Managed?

1. The program staff found different degrees of cooperation and support at each school. They indicated that they would like the schools to promote the program more and to reserve a regular meeting room for PICA activities that they would not have to share. Almost all of the principals (9) said they visited at least

one workshop and all 10 said they promoted the program in their school.

2. Program staff reported that they felt more accepted by the school and the parents during 1988-89. Almost all of the principals (9) said that they were satisfied with the PICA program. They thought highly of the PICA staff and felt the parents were more involved since starting the program. Only positive comments regarding the program were heard by 13 of the 15 community liaisons.
3. The observers indicated that the workshops were well organized, the presenters were punctual, and the presenters were responsive to questions from parents. Parents reported that PICA staff were organized, were responsive to questions, presented information clearly, were knowledgeable, and presented useful material.
4. PICA staff promoted the program to parents by flyers, posters, and telephone calls. A special effort was made to reach Black parents, whose attendance was low last year. Nine principals remembered receiving a schedule that informed them of the dates PICA workshops were to be held.
5. Two of the principals felt the program was serving only the Hispanic community.
6. A majority of the community liaisons (60%) attended less than half of the PICA workshops offered at their schools.

To What Extent Is the PICA Program Meeting the Needs of the Parents?

1. Almost all of the parents reported that they would recommend the program to other parents and that they plan to continue

participating themselves because the program helps them with their children.

2. Almost all of the parents reported that they used information presented at the workshops. Approximately three fourths of the parents gave PICA staff an A rating on presenting useful information.
3. Most of the parents gave PICA an A or a B on helping them develop better parenting skills.

To What Extent Are Parents Participating?

1. Attendance rosters showed that 260 parents attended at least one meeting. The mean number of meetings attended was 2. Almost all of the parents interviewed (103) plan to attend again next year. Based on the workshops observed, an average meeting consisted of 7 adults (2 Black parents and 5 Hispanic parents).
2. A PICA representative was at the school each week to meet parents, to help them, and to encourage them to attend the workshops.
3. The main reasons listed by participating parents and community liaisons for parent nonparticipation were that: (a) they do not care, (b) they are not interested, (c) they work, (d) they lack babysitting, or (e) they cannot come at the times designated.
4. Over half of the parents talked to the PICA staff member while they were on campus. They usually went several times and found the staff member helpful. Black parents were more likely to talk to the representative than were Hispanic parents.

Conclusions

A series of workshops were conducted at each school and at 8 of the 10 schools a PICA representative was on campus 1 day a week. The workshops allowed parents to learn from other parents and the weekly visits furnished parents time for individual help if needed.

Those parents who attended the workshops found them to be helpful; however, attendance was very low. Parents and observers from the LAUSD Program Evaluation and Assessment Branch found the presenters to be well organized, punctual, responsive to questions, and easy to understand. Almost all of the parents used some of the information presented at the workshops. Almost all would recommend the program to other parents.

One half of the parents talked with the PICA representative during her 1 day a week at the school. Of those who did not, one half did not know she was there. Black parents were more likely to seek individual help than Hispanic parents. All of the parents who talked to the representative found her helpful.

Parents felt that PICA staff helped them with all of the program objectives. This should lead to a decrease in the three harms of racial isolation that this program is designed to help alleviate--low academic achievement, low self-esteem, and lack of access to postsecondary opportunities. Parents said PICA staff helped them with assisting their children in developing behaviors that should mitigate the effects of these harms, such as having regular homework hours, maintaining attendance, and having good study habits. The parents felt better prepared to improve their children's feelings about themselves and their grades and/or test scores.

The program staff felt more accepted by the school and parents this year; however, they would like to see the school promote the program more next year. They would especially like to be included in some of the teacher meetings, thinking that teachers might promote the program if they were more aware of the program and what it does. Nine of the principals were satisfied with the program. They found the program staff to be outstanding and they reported that parents became more actively involved with their children and the school.

Recommendations

Based on the findings, the following recommendations are offered:

1. The major problem with PICA is a lack of parent participation. Those who attended the program this year and/or last year were very satisfied with the program, but attendance was low and showed a decrease from last year. To increase participation, PICA staff should increase its promotional efforts.
2. PICA staff should consult with other parent involvement programs in LAUSD as well as other districts to find new techniques to improve participation. The various parent involvement programs in the schools should work together, encouraging involvement in other programs and reminding parents of meetings and activities.
3. At the beginning of the school year a workshop should be conducted for the school staff, including the principal and all teachers, to explain the program so they can promote it properly to the parents.

4. A method that has been suggested to other programs to increase involvement is to pair an active parent with a new parent to remind and encourage him or her to attend the meetings.
5. Parents could also walk to meetings together to lessen their fear of being assaulted.
6. Since many parents were unaware that a PICA staff member was on campus 1 day a week, program staff should advertise that they are on campus on a weekly basis to help with individual problems.
7. To meet the needs of the parents in some schools, workshop participants should be split into two groups, Spanish and English. The two groups could join at the end for a discussion (with a translator) and a social period. This strategy would help parents understand the information presented because concepts would not be broken up by alternating languages; joining the two groups at the end of the workshop would still allow the parents to hear each other's views and interact socially.
8. Parents were asked why other parents do not participate. These reasons can be used to guide future recruitment efforts. For instance, program staff and school staff must stress to parents the importance of getting involved in their children's education and the benefits of doing so. Since some parents were not attending because of other obligations a questionnaire should be sent to all parents to determine the best times to conduct workshops and what topics they would find most useful. Since lack of child care prevented parents from attending, program staff should advertise that children are welcome to attend the meetings. Activities

should be provided for the older children, and a gated area with toys should be provided for the younger ones. If necessary, a babysitter could be hired for 1 hour.

9. A special effort should be made to reach more Black parents, since their participation is not in proportion to the schools' Black population.

10. The school should provide a proper meeting room.

11. Make sure flyers advertising the program are distributed to parents in a timely manner.

12. Program staff, principals, and related district personnel should meet to discuss what support is needed from each party in order to run the program efficiently.

PROJECT AHEAD

Deborah Oliver, PhD

Program Description

Project AHEAD (Accelerating Home Education and Development) is an integral part of the Ten Schools Program. The Ten Schools Program is a research-based pilot program in the Los Angeles Unified School District (LAUSD) that is designed to improve the academic achievement of students enrolled in 10 low-achieving, predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) elementary schools. By increasing parent involvement and teaching parenting skills, Project AHEAD attempts to improve the academic achievement of the children whose parents participate in the program. This is accomplished through home visits and school meetings conducted by Project AHEAD staff.

Interested parents of students in prekindergarten through third grade can register for Project AHEAD. Parents of children in Grades 4 through 6 can attend school meetings but do not receive home visits. At the end of the 1988-89 school year, 691 families with 1,033 children in prekindergarten through third grade were actively participating in the program. According to the director of Project AHEAD, the ethnicity of these parents was about 55% Hispanic and 45% Black.

Purpose of the Study

Although improving academic achievement is the primary goal of the Ten Schools Program and is one of the program objectives of Project AHEAD, it could not be measured this fall because the teachers' work stoppage prevented administration of the Comprehensive Tests of Basic

Skills (CTBS). Last year, baseline CTBS scores were collected for Project AHEAD and non-Project AHEAD first graders, but no fall comparison scores were available this year. Project AHEAD also was designed to promote attitudes and behaviors that lead to better test scores and grades. Research suggests that few absences, good work habits, and a positive attitude are important ingredients in learning. The effect of the program on these variables was one of the focuses of this year's evaluation. Other focuses were: how well the program met its objectives, how well the program was implemented and managed, and how well teachers and family educators worked together.

Sample and Instrumentation

The 1988-89 evaluation of Project AHEAD consisted of eight parts: (a) family educator questionnaires, (b) principal interviews, (c) teacher questionnaires, (d) community liaison interviews, (e) parent questionnaires, (f) third-grade pupil interviews, (g) cluster meeting observations, and (h) program director interview.

Questionnaires were distributed to the 10 family educators during one of their staff development meetings. All 10 principals and 15 community liaisons were interviewed by telephone in the late spring and early summer. A random sample of 34 third-grade pupils was also interviewed. The program director of Project AHEAD was interviewed as to her perceptions regarding the implementation of the program.

The 222 teachers who had Project AHEAD students in their classrooms were asked to complete a short questionnaire during the spring of 1989. After 3 mailings, 65% of the teachers had completed the questionnaire.

An English or Spanish questionnaire with a preaddressed return envelope was distributed to each of the 575 Project AHEAD parents by the family educators. (This number differs from the number mentioned previously because some parents had not joined by the time of the questionnaire.) The questionnaire was completed by 53% (304) of the parents.

Observations were made at two cluster meetings at each school during the spring. At the conclusion of each meeting, a Program Evaluation and Assessment Branch staff member led a short group interview with the parents.

Summary of Findings

The major findings of the 1988-89 evaluation of Project AHEAD are summarized as follows:

How Well Is the Program Helping Parents to Change the Attitudes and Behaviors of the Pupils?

1. Parents and teachers noticed positive changes in the pupils' grades and test scores, self-esteem, attitude towards learning, work habits, and attendance. Teachers witnessed improvement in classroom participation, homework completion, discipline problems, attention to lessons, and racial hostility.
2. Teachers saw an increase in parental involvement with the child and the school. Parents reported communicating more frequently with the teacher and being more involved with their child.

3. Approximately 75% of the participating parents attended at least one cluster meeting, 23% belonged to a school organization, and 42% volunteered to help at the school.

4. Most of the third graders reported: (a) having a place in their home where they can study, (b) reading aloud to someone in the home every day (or almost every day), (c) getting help with their homework, (d) watching and discussing television programs with others in the home, and (e) talking to their parents about school every week.

How Well Are the Program Objectives Being Met?

1. Home visits, cluster meetings, appetizers, and the Achievement Team Conference were offered to meet the five program objectives.

2. According to the program staff, the major problems in meeting the objectives were getting parents to participate and to follow through after they had received information.

3. Program staff saw an increase in the number of parents attending school meetings and activities during 1988-89. For instance, almost all (98%) of the 100 parents invited to the Parent Conference attended.

4. The program helped alleviate the four court-identified harms. Parents, and to a lesser extent teachers, felt that there was an increase in the pupils' academic achievement and self-esteem. Parents reported that they would like their children to attend college, and teachers felt that interracial hostility and racial intolerance have decreased slightly.

How Well Is the Program Being Implemented and Managed?

1. Family educators said they communicated with most of their teachers every one to three weeks; however, of the teachers that responded, 62% indicated that this occurred less often. Although efforts were made by program staff to meet the teachers' needs, some of the teachers (35%) indicated they did not receive enough contact from the family educators. Most of the teachers did receive a list of the project goals and the Project AHEAD students in their classroom. The family educators would have liked the teachers to promote the program to parents and to be more involved in its activities. Implementation problems were reported by teachers at only one school; they indicated that they did not know who was participating in the program or what Project AHEAD activities were planned.

2. The program director found that schools were inconsistent with support. Most of the family educators found the administrators helpful, but would have liked them to promote the program more. The principals felt that they had been kept informed about the program and indicated that they did do something to promote it. At 5 of the 20 workshops observed, the principal attended.

3. At 15 of the 20 workshops visited, observers found the workshops to be adequately to well organized.

4. Eight family educators said they visited each family twice a month. Many parents (89%) said they were visited twice a month either every month or most months. Almost all of the parents said the family educators were helpful.

5. Almost all of the parents indicated that they plan to continue with the program and would recommend it to other parents. The parents were very satisfied with the program, although, they had some complaints about the quality of the workshops. Almost all of the principals (9) were satisfied or highly satisfied with the program. They felt that the program was well organized and resulted in more parents becoming actively involved in their child's education. Problems with staff consistency were mentioned by 5 of the principals. Over two thirds (70%) of the teachers felt the program should be expanded, 27% felt it should be kept as is, and 3% felt it should be discontinued.

To What Extent Are Parents Participating?

1. By the time of the parent questionnaire, 575 families were participating in the program; of this number, approximately 40% started during the 1988-89 school year. Most of the parents who responded to the questionnaire (91%) indicated that they plan to participate again next year. By the end of the school year there were 691 families participating, a dramatic increase from last year.
2. Approximately three fourths of the parents (74%) said they attended a cluster meeting. Attendance ranged from 0 to 27 adults and from 0 to 21 children.
3. Community liaisons, active Project AHEAD families, and teachers offered leads of potential members. To encourage more Black parents to participate, staff canvassed the neighborhoods and placed radio spots. Flyers, telephone reminders, and incentives were used to get people to attend the cluster meetings.

4. All but 2 of the principals felt the program served both the Black and Hispanic communities. Of the 2, 1 said the program served the Black parents and 1 said it served the Hispanic parents. In the former school, Hispanic parents reportedly were served once the program director hired a bilingual family educator.
5. Community liaisons indicated that the reasons why other parents do not participate are: (a) work, (b) unwillingness to be informed or involved, (c) small children at home, (d) no time, (e) feelings that they do not need help, (f) nonmotivated, and (g) the language barrier. It was also mentioned that teachers do not promote the program and fail to distribute the flyers advertising the program activities.

Conclusions

This year there was a substantial increase in the number of parents joining Project AHEAD. This was probably the result of increased recruitment efforts as well as the program's good reputation last year. Almost all of the parents plan to participate again next year and would recommend the program to other parents.

Almost all of the parents were visited twice a month by the family educators. The family educator helped them understand how the school system operates, how the child learns, and how to develop learning tasks at home.

Although the parents were very satisfied with the program, only a moderate number of parents attended the monthly cluster meetings. Program Evaluation and Assessment Branch observers, as well as parents, felt that the quality of the workshops could be improved. They mentioned the following problems: (a) tardiness of the presenters, (b) incomplete or disruptive translations, (c) lack of Spanish handouts, (d) difficulty in understanding the concepts presented, and (e) unanswered questions from parents.

Participation in Project AHEAD led to improvements in the pupils and their parents as reported by parents and school staff. The program was designed to alleviate four of the five court-identified harms of racial isolation. Parents and/or teachers found improvement in all four areas. Parents and teachers reported increases in the children's academic achievement and self-esteem. Although access to postsecondary opportunities cannot yet be measured, almost all of the parents expected their children to graduate from high school and would like them to go to college. Teachers felt there was a slight decrease in interracial hostility and intolerance.

Pupils did not know the program by name, but reported that parents were following some of the suggestions made by program staff. Pupils had a place where they could study, read aloud to someone in the home everyday or almost everyday, received help with their homework, and talked with their parents about school every week.

Teachers also reported improvements in the kinds of attitudes and behaviors that can lead to better grades and test scores, (i.e., classroom participation, homework completion, disciplinary problems, attitude toward learning, attendance, work habits, and attention to lessons). Teachers also noted changes in the parents' behavior. Teachers felt parents were more involved with their children and the school. Almost half of the parents reported that they volunteered at the school. Principals also mentioned that parents were more active.

Principals were satisfied with the program but complained about the high turnover in staff. In fact, 6 of the 10 family educators had been with the program for less than a year. Teachers especially appreciated that family educators contacted the hard-to-reach parents for them. In the past there have been problems between the family educators and the teachers. This year was especially difficult because of the teachers' work stoppage. Efforts were made by program staff to try to keep the teachers informed about the program. Approximately one third of the teachers felt they were not receiving enough contact from the family educators. Most teachers, however, wanted the program to be continued, or even expanded. Family educators would like to have the teachers promote the program and be more available to them.

Project AHEAD was designed to serve both the Black and the Hispanic communities. Last year proportionally fewer Black parents participated. This year program staff increased its efforts to reach Black parents. According to the program director, participation increased slightly. Only one principal felt the program was not meeting the needs of Black parents.

Overall, parents indicated that the home visits were helpful, but that the cluster meetings were not managed well. The program, however, does appear to be helping both the parents and the pupils. It is meeting its program objectives and, thus, helping to alleviate the harms of racial isolation.

Recommendations

Based on the findings, the following recommendations are offered:

1. Although participation did increase substantially from last year, Project AHEAD still is reaching only a portion of each school. One suggestion that has been made to increase participation in other programs is pairing an active parent with a referred, nonparticipating parent or a new parent to encourage the parents to become involved. Same ethnic group and different ethnic group combinations should be compared for successfulness. The techniques used last year should be continued since participation did increase this year.
2. Program staff did not feel they were receiving the school support they needed to properly conduct and promote the program. Perhaps program staff, principals, and related district personnel should meet to discuss what support is needed from each party to efficiently run the program in the school.
3. It is essential to the success of the program that teachers (with the support of their principals) promote the program to parents, distribute program materials, and refer needy families. Approximately one third of the teachers felt they did not receive enough contact from the family educators. The family educators need to find out from each of their teachers the amount and kind of contact the teachers need to properly support the program. This may vary, depending on the teacher and the number of Project AHEAD students they have in their classroom. In addition, the family

educators should send a monthly update to each teacher on how their families are progressing and what activities are being offered. This information was requested by some of the teachers.

4. Efforts should be made to increase workshop attendance. Parents should be surveyed for the best meeting times and the most useful topics. Program staff should work on improving the quality of the workshops, paying special attention to meeting the translation needs of the Spanish-speaking parents.

SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM

Liana Champagne, EdD

Program Description

The School Readiness Language Development Program (SRLDP) is designed for prekindergartners who live within the boundaries of predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) schools. Not every PHBAO school has a program. All pupils who live within the school's attendance area are eligible to participate. Enrollment, however, is limited to 30 pupils per program. Participants must be 4 years old by December 2 of the year in which they enroll. Each program consists of two classes, one in the morning and one in the afternoon, taught by one teacher. Each class has a maximum of 15 pupils and an average adult-to-child ratio of 1:7. Pupils attend classes Monday through Thursday for 2 hours and 20 minutes per class session.

Parent education is an important program component. Parents attend a series of 10 classes taught by a parent educator. Parent educators are certificated teachers of adults who specialize in parenting and family life. The parent education classes emphasize the role of parents as the primary teachers of their children, develop and enhance parenting skills, and provide information on child development. Parents also attend monthly meetings led by SRLDP teachers during the months when parent education classes are not scheduled.

Purpose of the Study

One purpose of the evaluation was to conduct a descriptive study, using observations and interviews, of a small sample of programs with the intent of building a base for replication of the program in other school districts.

A second purpose was to examine the longitudinal effects of SRLDP by utilizing information in the student database, to more carefully analyze the long-term effects of the program on pupil achievement.

Sample, Instrumentation, and Data Collection

A sample of 13 schools from the original sample was included in the evaluation. A random sample of 24 programs (48 classes), stratified by ethnicity and region, was chosen during the 1987-88 evaluation. The sample also included the 12 programs (24 classes) that are part of the Ten Schools Program. The total sample comprised 36 programs (72 classes). The sample was then divided into thirds, and each third was designated for study in a different year of the 3-year plan. Thus, 13 programs (approximately 390 pupils) were evaluated this second year of the 3-year evaluation.

Pupil academic achievement was measured in three ways. Individual profiles of the Prekindergarten Skills Inventory (PSI) were collected for all of the pupils in the sample to measure pupil prekindergarten readiness skill levels. The Cooperative Preschool Inventory (CPI) pre- and posttest results were used to measure pupil achievement gain during the program year.

A database containing the Comprehensive Tests of Basic Skills (CTBS) scores in reading and mathematics for all pupils in SRLDP during 1985-86, 1986-87, and 1987-88 was established last year. The names of the 1988-89 pupils were added this year. The reading and mathematics scores were used as measures of the longitudinal effects of the program on pupil achievement.

Program Evaluation and Assessment Branch staff observed in the children's classrooms for 1 to 2 days and observed 2 of the parent education classes for each of the sample programs as one method of describing the programs. SRLDP teachers, education aides, teacher assistants, parent educators, and parents in the sample programs were interviewed as a second method for describing program practices.

Summary of Findings

Academic Achievement

1. Pupil performance on the Cooperative Preschool Inventory improved significantly between the pretest and posttest on all subtests and the total score.
2. On the Prekindergarten Skills Inventory, SRLDP pupils achieved the highest percentage of skills in motor skills and art. They achieved the lowest percentage of skills in auditory discrimination and memory, social studies, and mathematics.
3. The two groups of former SRLDP pupils who took the CTBS/U and were 1st graders in 1987-88 and 1988-89 scored significantly higher in reading and mathematics than pupils without SRLDP experience. Former SRLDP pupils who took the CTBS/Español show the same results

with one exception. Pupils in 1st grade in 1987-88 scored similarly in mathematics regardless of SRLDP experience.

4. Pupils with SRLDP experience who were in 2nd grade in 1988-89 and who took the CTBS/U scored significantly higher in both reading and mathematics than pupils without SRLDP experience during the spring test period. Former SRLDP pupils who took the CTBS/Español scored significantly higher in reading during the fall and spring test periods, and higher in mathematics during the spring test period, compared to pupils without SRLDP experience.

Characteristics and Practices of SRLDP

5. Puzzles and blocks were often used in the SRLDP classroom. Other commonly used materials were the PEEK, records, rhythm instruments, and books.
6. Observers noted that SRLDP pupils were most often taught as an entire group. In many classes they also were taught in small groups.
7. In the classroom, the parents helped most often by preparing for activities and supervising centers. They also helped the children with art projects.
8. Teachers used the PEEK in their curriculum by following the PEEK sequentially, by using it daily, by integrating it into all parts of the program, by using it for the development of language skills, and by planning instruction around it.
9. The PEEK manual was used in a variety of ways for curriculum planning. Teachers reported using it on Fridays to plan the next

week's lessons, for pullout lessons to reinforce skills, as a planning guide, as a source for ideas, or to plan lessons that would introduce new skills and concepts.

10. All of the teachers reported that they used PEEK materials in the classroom; the puppets, especially Mr. Pazoo, were used frequently.
11. The PEEK was used most frequently to teach language skills and auditory discrimination.
12. Teachers indicated that they also used the Prekindergarten Skills Inventory when planning their curriculum. They employed the PSI: (a) as an indication of what the pupils needed to learn, (b) to break the year into quarters, (c) to make 9-week projections, (d) as a master plan, (e) as a reference during the year to make sure all areas are covered, (f) as a guide to each subject area, and (g) as an integrated approach to teaching skills.
13. The PEEK and the various theme units were cited as the most effective instructional kits or units for teaching PSI skills.
14. Manipulatives were commonly cited as the most effective instructional materials for teaching PSI skills.

Education Aides and Teacher Assistants

15. Teachers and paraprofessionals reported that the main duty of paraprofessionals in the classroom was to work with children. Paraprofessionals also helped prepare the classroom for activities, tidied the classroom, worked with parents, and followed through with daily activities.

16. Bilingual paraprofessionals reported that they often provided direct instruction in Spanish and translated as necessary in the classroom. They also talked with parents.

Characteristics and Practices of Parent Education

17. Parent educators reported that a high percentage of parents who attended the parent education classes did not speak English. In many cases, parents who enrolled in the classes volunteered as interpreters. None of the parent educators had been trained to work with an interpreter.

18. When instructing non-English rather than English speakers, the parent educators reported that they modified their teaching interventions. Their modifications included: (a) being more aware of involving Spanish-speaking parents in discussions; (b) keeping the parents' culture in the forefront and being more cautious when choosing words; (c) employing more visual aids, demonstrations, or body language than in-depth discussion; (d) changing their style of humor; (e) changing the examples used in class; (f) using more conversation than lecture with the Spanish-speaking groups; and (g) focusing on making a few main points in simple language.

19. Of the parents who were interviewed, 41% said all of the parent education topics were helpful. Specific beneficial topics included: discipline, child development, learning at home and homework, and nutrition.

20. Parents who had attended parent education classes in previous years (repeaters) differed from those who were new to the program

(nonrepeaters) in that they had higher attendance rates, were more active participants, and changed targeted parenting behavior.

Attitudes Toward the Program

21. Program staff noted a number of positive aspects of the program including childrens' opportunities for social-emotional growth and development of good self-concepts, seeing the children develop their language skills, preparation for kindergarten, and the parent education component.
22. Negative aspects of the program included lack of parent support and cooperation and the need for child care for those parents who volunteered in the classroom.
23. SRLDP teachers and paraprofessionals made a number of individual suggestions for program change. Parent educators suggested that a consistent location for parent education classes be located.

Recommendations

Based on the findings, the following recommendations are offered:

1. The differences in posttest scores on the Cooperative Preschool Inventory should be examined and program practices should be linked to test scores to further define effective program practices.
2. To assist non-English speaking parents with communication in the parent education classes, the district should consider:
   (a) recruiting more bilingual parent educators to teach the classes with a large percentage of non-English speakers; (b) providing staff development for bilingual aides who serve as interpreters for monolingual parent educators; (c) adding more classes;

(d) structuring the classes with smaller groups so parents would have a better chance of giving input; (e) expanding the classes so that the parent education component encompasses the entire year and allows more parents, through rotation, to participate; (f) encouraging parents to take classes and participate in activities with parents who speak other languages; and (g) grouping parents by language so that only one language is used for each class session.

3. To increase attendance at the parent education classes, SRLDP program staff should continue stressing the attendance requirement at the beginning of the program and enforcing the drop policy if there are parents on a waiting list.
4. Careful consideration should continue to be employed in the selection of bilingual education aides and teacher assistants because their primary role in the classroom is that of translating instruction for non-English speaking pupils.
5. The district should continue with the third phase of the 3-year evaluation of SRLDP. The final set of 11 programs will be examined in this phase.
6. The 1989-90 SRLDP participants should be added to the SRLDP minidatabase. These pupils would be the fifth group to be added to the database. Longitudinal information should be provided (e.g., CTBS scores, retention in grade).
7. Evaluators should base the academic analysis of the achievement of former SRLDP students on the CTBS scores in the database.

CAPACITY ADJUSTMENT PROGRAM

Alan Crawford, EdD

Program Description

The primary goal of the Capacity Adjustment program (CAP) is to relieve overcrowding in district schools. A school is designated as CAP when its enrollment exceeds its capacity and after other immediately available means to relieve overcrowding have been used. At this point, with the assistance of region/division and district staff, receiving schools are identified for new enrolling students. The new enrolling students may be offered a choice of an integrated receiving school or a predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) receiving school that is closer to home if space is available; transportation is provided. If there is space in the sending school for the following year, CAP students are given the opportunity to return to their school of residence.

Purpose of the Study

The primary purpose of the 1988-89 study was to determine the effect of CAP on overcrowding, academic achievement, and attitudes toward school. Additional purposes of the study were to determine the effects of CAP on the provision of English as a Second Language (ESL), bilingual education services for limited-English-proficient (LEP) students, and where and how late arrivals to schools were placed in senior high schools.

Sample and Instrumentation

Relief of Overcrowding

Data were gathered on the numbers of CAP sending and receiving schools and on the numbers of students in integrated and PHBAO receiving schools in the district.

Student Achievement

Achievement test data from the 1988-89 administrations of the CTBS/U and CTBS/E were examined. Data were gathered in the areas of English reading and mathematics for students enrolled in Grades 1-11 and Spanish reading and mathematics in Grades 1-6.

Student Attitudes

The effects of the program on the attitudes of students in Grades 4, 7, and 10 were examined through the analysis of data from the School Attitude Measure (SAM).

English as a Second Language (ESL) and Bilingual Services

Principals were asked to complete questionnaire items about how they attempted to staff their schools with bilingual teachers and bilingual teaching assistants. New CAP students in senior high receiving schools responded to questionnaire items regarding the appropriateness of their class assignments.

Expenditure of CAP funds

Principals responded to a questionnaire item about how those funds were used most effectively.

Summary of Findings

1. CAP continues to alleviate overcrowding in participating schools.
2. CAP had minimum effect on academic achievement when comparisons were made with reading and mathematics achievement scores between sending schools and PHBAO receiving schools in the district. Mean percentile scores of CAP students in integrated CAP schools continued to be markedly below those of resident students in those schools and also below national norms.
3. The academic achievement in reading and mathematics of LEP students on the CTBS/E in CAP receiving and sending schools was below national norms.
4. The School Attitude Measure (SAM) scores of CAP students in integrated receiving schools and in PHBAO receiving schools were somewhat below those of resident students. On most scales and at most grade levels, the scores of CAP students were lower than those of resident students at receiving schools; they were also more likely to be below national norms.
5. There is a great need in both sending and receiving schools for bilingual teachers who are certified.
6. There is a need for additional bilingual teaching assistants in all CAP schools, but the need is particularly critical in receiving schools.
7. Apart from the personnel already on staff when CAP principals were assigned, most principals hired certified bilingual teachers and bilingual teaching assistants recruited from district personnel resources, local universities, the local community, and friends of

staff already assigned to their schools. The principals of sending schools seem to be slightly more aggressive about recruitment than those in receiving schools.

8. The most common strategy used by CAP principals to retain certified bilingual teachers and bilingual teaching assistants was to provide strong support for the bilingual program. They also provided needed instructional resources and staff development, recognized the contributions of bilingual teachers and teaching assistants, and involved teachers in program planning. To retain bilingual teaching assistants, CAP principals enhanced the attractiveness of their schools by providing flexibility in hours and schedules, particularly in order to permit teaching assistants to attend classes to attain their teaching credentials and to participate in staff development activities.

9. Junior high school CAP principals were reported to have given less support and recognition to bilingual staff members than principals at the elementary or senior high school levels.

10. CAP receiving and sending school teachers at all levels need primary language materials for core literature, subject area content textbooks, and reference materials; they also need visual and audio aids. The needs are particularly crucial among junior high school CAP receiving and sending school teachers.

11. Almost 40% of a sample of elementary CAP receiving school teachers indicated that they were not well prepared to teach ESL. They requested assistance in the form of peer observations, demonstration lessons, and workshops on available materials. They

expressed a great need for materials, but they did not seem to be aware of what is available or most appropriate.

12. Forty percent of senior high CAP students required the use of their primary language in speaking with counselors on arrival at their new school. The placement of many such students in English and mathematics was not at an appropriate level because their records were sometimes not available to counselors and because counselors were often not able to communicate with them in the students' primary language. Some students were unable to change classes when the level was inappropriate.
13. Although most secondary CAP students had found someone in the school in whom to confide and most reported that they were getting along well in school, a sizable number had no one in whom to confide; many of those students were not getting along well in their new school.
14. Although the provision of CAP advance teachers lessened the need for reorganizations in some CAP receiving schools, the problem of reorganization still existed in many schools.
15. Although some CAP receiving school principals wanted more flexibility in the use of their $50 CAP allotment for each student, most did not indicate a need for change.

Recommendations

If the district must continue to use CAP to reduce overcrowding in district schools, the following should be considered:

1. District efforts to improve the reading and mathematics achievement of CAP students should be continued and strengthened.
2. The district should seek to attract and retain certified bilingual teachers in CAP receiving schools by assigning principals who are strongly supportive of bilingual programs for LEP students. This should be a priority at the junior high school level. These principals should enhance the attractiveness of their schools to such teachers by providing needed instructional resources and staff development, by recognizing the contributions of bilingual teachers, and by involving teachers in program planning.
3. In addition to the strategies described above for attracting bilingual teachers, principals should further enhance the attractiveness of their schools to bilingual teaching assistants by providing flexibility in hours and schedules, particularly in order to permit teaching assistants to attend classes to attain their teaching credentials and to participate in staff development activities.
4. The district should place a priority on assigning certified bilingual teachers to CAP receiving schools, not just teachers who have been identified as bilingual teachers as a result of passing the Level A Spanish proficiency examination.
5. The district should provide core literature books, content subject area textbooks, and reference materials in the primary language for CAP students, especially in receiving schools. These schools also need visual and audio materials.

6. The district should give a high priority to providing staff development on ESL strategies for CAP receiving school teachers at the elementary level. The staff development should focus on peer observation, classroom demonstrations, and workshops on available instructional materials. Those instructional materials should then be provided to the teachers.
7. The district should ensure that every senior high school CAP student has access to someone in their school who can effectively communicate with them in their primary language. Additional care should be taken to ensure that the instructional levels of classes are at appropriate levels of difficulty.
8. The district should continue to provide CAP advance teachers to receiving schools.
9. The district should consider increasing the CAP allotment to receiving schools. In addition, flexibility in expending the funds should be based on local school needs.

YEAR-ROUND SCHOOLS PROGRAM

Alan Crawford, EdD

Program Description

The primary goal of the Year-Round Schools (YRS) program is to relieve overcrowding in schools by revising the school calendar. Year-round schools can accommodate from 33% to 50% more students than can schools on a traditional two-semester calendar.

In multi-track year-round schools, students are divided into three or four groups, with each group having a different schedule of days of instruction. Instead of having all students on vacation during the traditional summer period, vacations for each group are rotated and spread throughout the school year. Year-round schools provide the same number of instructional days or annual minutes of instruction as do schools on the traditional calendar. Approximately 138,600 students attend 98 year-round schools in the district.

Purpose of the Study

The primary purpose of the 1988-89 study was to determine the effects of the YRS program on overcrowding, academic achievement, attitudes toward school, and postsecondary opportunities. An additional purpose of the study was to determine the effects of the YRS program on teacher and administrator attendance, student attendance, and vandalism.

Sample and Instrumentation

Relief of Overcrowding

Data were gathered on the capacities of schools that operate on a year-round calendar and the percentage of capacity used in each year-round school was reported.

Student Achievement

Comprehensive Tests of Basic Skills (CTBS/U) reading and mathematics test data were gathered and analyzed for all YRS students enrolled in Grades 1-11 who were eligible to take the CTBS in English. CTBS/Español reading and mathematics scores for limited-English-proficient (LEP) students in Grades 1-6 were also collected and analyzed.

Student Attitudes

The effects of the YRS program on the attitudes of students in Grades 4, 7, and 10 enrolled in 32 schools were examined through the analysis of data from the School Attitude Measure (SAM).

Postsecondary Opportunities

Comparisons were made between seniors in 4 year-round and 13 non-year-round PHBAO schools with respect to the following issues: graduation expectations, subject matter preparation for higher education, mean grade-point average (GPA), mean hours of homework completed, percentage taking the Scholastic Aptitude Test (SAT) and American College Test (ACT), mean SAT and ACT scores, percentage eligible for University of California (UC) and California State University (CSU) systems, percentage planning to attend a two-year or four-year college, and percentage having completed the college application process.

Other Evaluation Questions

Data were collected on the absence rates of year-round and non-year-round school administrators, teachers, and students. Vandalism data were also collected for year-round and non-year-round schools.

Summary of Findings

1. Most of the year-round schools operated below capacity.
2. At the elementary level, the achievement test scores of YRS students in reading and mathematics were generally below the 50th percentile in both English and Spanish.
3. At the junior high level, the achievement test scores of YRS students in reading and mathematics were markedly below the 50th percentile.
4. At the senior high level, the achievement test scores of YRS students in reading and mathematics were below the 50th percentile.
5. The attitude scores of a sample of YRS students on all scales of the School Attitude Measure (SAM) were similar to those of students in PHBAO non-year-round schools.
6. There were minimal differences in results of the postsecondary opportunities questions between students in year-round schools and PHBAO non-year-round schools.
7. The average verbal SAT score for PHBAO non-YRS students was much higher than that for YRS students.

8. There was minimal difference in the eligibility of YRS and PHBAO non-YRS students to attend the University of California. The eligibility to attend the CSU system was the same for PHBAO non-YRS students and YRS students.
9. YRS teachers at all levels were absent less than non-YRS teachers.
10. YRS and non-YRS administrators at all levels had similar absence rates with the exception of senior high YRS administrators who took more illness days.
11. YRS students at all levels were absent less than non-YRS students.
12. At all school levels, incidents of vandalism, arson, and theft were much more frequent in year-round schools.

Conclusions

The review of the information obtained through analysis of YRS program data suggests the following conclusions:

1. The YRS program continued to alleviate overcrowding in participating schools. A 1987-88 trend toward an increasing number of schools operating above capacity seemed to level off and diminish somewhat in 1988-89.
2. The reading and mathematics achievement levels of students in year-round schools continued to be well below the 50th percentile, indicating that significant improvement in these areas is needed. Achievement in mathematics on CTBS/U tended to be higher than achievement in reading at most grade levels, probably as a result of the language-related needs of large numbers of language-minority students enrolled in the program.

3. The postsecondary opportunities of students in YRS programs seemed to approximate those of students in PHBAO non-year-round schools in the areas of: (a) students' plans to graduate, (b) students' course preparation for university level study, (c) students' mean grade-point averages (GPA), and (d) the percentage of students who had taken the Scholastic Aptitude Test (SAT). Based on mean scores on the SAT, students in non-year-round schools seemed better prepared for postsecondary university-level work. Yet, a slightly higher percentage of students from YRS schools were eligible to attend the University of California (UC).
4. Teacher attendance was much better in year-round schools than in non-year-round schools, indicating that YRS programs may indeed reduce teacher burnout.
5. The attendance of elementary administrators was slightly better in year-round schools than in non-year-round schools. At the junior high level, however, YRS administrators were absent for illness somewhat more often than non-YRS administrators. Senior high school administrators in year-round schools were absent more than twice as often as administrators in non-year-round schools, indicating that administrative responsibilities in secondary year-round schools are perhaps more stressful than those in elementary schools.
6. Incidents of vandalism, arson, and theft were much more frequent in year-round schools than in non-year-round schools at all levels. However, the number of incidents per 1000 students was markedly lower in year-round schools at all levels, indicating that

year-round operating can be associated with fewer incidents of vandalism, arson, and theft on a per-student basis. During the months of July and August, when non-year-round schools were unattended, there were more incidents of vandalism, arson, and theft in year-round schools than in non-year-round schools. When data were analyzed in terms of incidents per student enrolled, however, the differences between year-round and non-year-round schools were minimal.

Recommendations

If the district must continue to use year-round schools to reduce overcrowding in district schools, the following should be considered:

1. The YRS program should continue to be utilized to reduce overcrowding in LAUSD schools. Continuing trends toward overcrowding in some schools should be carefully monitored.
2. District efforts to improve reading and mathematics achievement in year-round schools should be greatly strengthened. Achievement in mathematics is not being matched in the area of reading, indicating that language development, particularly for language-minority students, should be strengthened.
3. The district should examine the effects of the year-round calendar on student attendance and its implications for ADA.
4. The district should continue to examine and compare the incidence of vandalism, arson, and theft at year-round and non-year-round schools.

POSTSECONDARY OPPORTUNITIES

Winston Doby, EdD

Background

Lack of access to postsecondary opportunities is one of the harms of racial isolation identified by the court in the 1976 Crawford v. Los Angeles Board of Education case. In Crawford, the court reasoned that students attending racially isolated minority schools would not pursue postsecondary educational opportunities as often as students attending desegregated schools.

Purpose of the Study

The purpose of this study was to assess the academic preparation and postsecondary plans of 12th-grade students. The study sought to compare and contrast the patterns of academic preparation of students from different racial/ethnic backgrounds who attend predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) schools, year-round schools, magnet schools or centers, and Permits With Transportation (PWT) receiving schools.

Sample

Twelfth-grade students in 29 senior high schools and 16 magnet schools completed the Spring 1989 Survey of Grade 12 Students which is administered annually by the district to examine the high school experience and postsecondary plans of students in Grade 12. The sample consisted of 11,558 12th-grade students.

A total of 11,126 students completed the survey; 5,415 (48.7%) were male and 5,711 (51.3%) were female. Approximately 38% of these students attended predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) schools; 34.4% were resident students in Permits With Transportation (PWT) schools, and 13.3% were in year-round schools (YRS). Eight percent attended magnet schools; 6% were PWT travelers.

Summary of Findings

1. Academic preparation for college varied considerably among students from various racial/ethnic backgrounds and among students attending various kinds of schools:

    a. Students in Magnet Programs and resident students in PWT receiving schools completed stronger academic programs than did students attending YRS or PHBAO schools and traveling students in PWT schools.

    b. Female students enrolled in slightly stronger programs than male students.

    c. Hispanic and Black male students completed the fewest college preparatory courses.

    d. Magnet students completed more years of mathematics and science than did students enrolled in other programs.

    e. Asian students averaged three or more years of mathematics and two and one-half years of science.

    f. Black and Hispanic males completed the fewest mathematics and science courses.

    g. Over two-thirds of the students in Magnet Programs took the SAT, compared to less than half of those in YRS and PHBAO programs and PWT travelers.

    h. Eighty percent of Asian students took the SAT while only 42% of Hispanic students did.

    i. White and Asian students reported significantly higher SAT scores than did Black and Hispanic students.

j. Approximately 16% of the 12th graders met the UC admissions requirements and about 25% were estimated to be eligible for CSU.

k. Magnet and resident students in PWT receiving schools were about twice as likely to be eligible for UC or CSU than were students in YRS and PHBAO programs or PWT travelers.

l. The UC and CSU eligibility rates of Asian students were about twice the rates of the total sample; Black and Hispanic student rates were less than half.

m. Female students in all ethnic groups had higher UC and CSU eligibility rates than male students.

2. Approximately 87% of the students attributed their academic performance to internal factors (hard work or intelligence):

   a. Except for resident students in PWT receiving schools, the majority of students cited hard work as the primary reason for their success.

   b. Females were more likely than males to attribute their performance to hard work.

   c. Across all racial/ethnic groups and academic programs, students who attributed their academic performance to internal factors appeared to perform slightly better academically than did students who cited external factors.

3. The postsecondary plans of students appeared to reflect their academic preparation in high school:

   a. The best prepared students were much more likely to plan to attend a four-year college or university.

   b. The less well prepared students were more likely to lean toward two-year colleges and vocational schools, or to plan to get a job or join the military.

   c. Students having the best academic profiles tended to be magnet students; resident students in PWT receiving schools; or Asian, Filipino, or White students.

   d. Students having the weakest academic profiles tended to be students in PHBAO or YRS programs, PWT travelers, or Black or Hispanic males.

4. More than 80% of the students not planning to attend college cited a reason other than poor grades in high school.

Conclusions

The purpose of this study was to assess the academic preparation and plans of 12th-grade students from a variety of backgrounds who attend various kinds of voluntary integration programs in the Los Angeles Unified School District. The patterns of academic preparation were compared and contrasted, using a variety of qualitative indicators.

It seems clear from this analysis that students graduating from the district are differentially prepared to pursue postsecondary opportunities. Students having the strongest academic profiles have many options after high school, while those having the weakest academic preparation obviously have the fewest options.

Different academic preparation was found for students according to the kind of school they attended and according to their racial/ethnic background and their gender. There also appeared to be a modest relationship between the attribution of performance and the actual performance achieved. Some students (particularly Asian and Filipino) appeared to achieve regardless of the type of school attended, while the academic preparation of others (most notably Black and Hispanic males) appeared to be more sensitive to school qualities. In effect, there appeared to be a strong school by race by gender interactive effect for these latter students. The only environment where they appeared to perform reasonably well as a group was in the magnet schools.

It seems equally clear that the postsecondary plans of students are shaped by their academic preparation in high school. Students with strong academic preparation aspire to attend four-year colleges or universities; those with more modest achievements restrict their goals to two-year or vocational schools. Strategies must be found to raise both the aspirations and achievement levels of these lower-achieving students, as they represent an overwhelming majority in the district at present and their numbers are projected to increase.

Recommendations

1. The district should investigate the extent to which tracking practices exist in its elementary and junior high schools and should examine the impact these practices may have on the patterns of academic course completion shown by the students attending the various kinds of schools.

   Rationale

   Student options for course selection are shaped early by the kinds of preparation and exposure received in elementary and junior high school. Students who are "tracked" into less challenging mathematics, English, and science classes may not fulfill the prerequisites necessary for the completion of a strong academic program in high school. Further, their aspirations may be shaped by the low expectations that are implied by the act of funneling them into less demanding curricula.

2. The district should further examine the relationship between academic preparation and attribution, as it may shed insight on the factors underlying the achievement level of students.

3. The district should consider implementing a pilot personal development program for low-achieving students that focuses on the relationship of their internal belief systems, their efforts, and their accomplishments.

Rationale

This investigation showed a modest relationship between student achievement and students' personal attributions. Perhaps through counseling, workshops, and seminars, students can be shown the impact of their internal belief systems on their achievement and counseled to assume more responsibility for their success, which, in turn, may lead to higher achievement.

STUDENT ATTITUDES

Frank S. Romero, PhD

Purpose of Study

The purpose of this study was to replicate the student attitude assessment that has been conducted in past years and to examine the impact that current integration programs are having on student attitudes toward schooling. An additional purpose was to examine an area not previously studied: the attitudes of students of different racial and ethnic backgrounds.

Sample and Instrumentation

Data were collected through the 1988-89 administration of the School Attitude Measure (SAM) to a sample of students in Grades 4, 7, and 10 in 98 elementary schools, 54 junior high schools, 50 senior high schools and 5 extended magnets. The total sample was 42,894 students.

Summary of Findings

Ethnic Group Comparisons

American Indian/Alaskan Native. American Indian/Alaskan Native students in the fourth grade scored slightly below the group mean on all SAM scales except the Motivation for Schooling scale. American Indian/Alaskan Native students in the seventh grade scored below the group mean on all five SAM scales with scores ranging from 1.26 to 2.28 points below the group mean. Tenth-grade students' scores were lowest of all, falling below the group mean on every scale. Scores ranged from 1.15 to 3.06 points below the group mean.

Asian. Asian students in the fourth grade usually scored above the group mean. Scores dropped below the group mean only on the Academic Self-Concept: Reference-Based scale. Seventh-grade students scored above the group mean on all scales. They recorded the highest scores among all ethnic groups on three scales: Motivation for Schooling, Instructional Mastery, and Sense of Control Over Performance. Asian students in the tenth grade scored above the group mean on all scales except the Academic Self-Concept: Reference-Based scale.

Black. Black students in the fourth grade scored above the group mean on the Academic Self-Concept: Reference-Based, and Academic Self-Concept: Performance-Based scales. Scores fell below the group mean on the Motivation for Schooling, Sense of Control Over Performance, and the Instructional Mastery scales. These students scored consistently near the group mean on all scales, never deviating more than .47 points above or below the group mean in each category. Black students performed well at the seventh-grade level, surpassing the group mean on three SAM scales (both self-concept scales and the Instructional Mastery scale), scoring at the mean on the Sense of Control Over Performance scale, and scoring below the group mean on the Motivation for Schooling scale. Black students performed best at the tenth-grade level, surpassing the group mean on all SAM scales and scoring higher than all groups on the Sense of Control Over Performance scale.

Filipino. Filipino students at all grade levels scored above the group mean on all the SAM scales. Seventh-grade Filipino students scored higher than other ethnic groups on the Academic Self-Concept:

Reference-Based scale. Tenth-grade students scored higher than other ethnic groups on the Motivation for Schooling, Academic Self-Concept: Performance-Based, and Instructional Mastery scales.

Hispanic. Hispanic students in the fourth and seventh grades scored below the group mean on all SAM scales. Tenth graders scored above the group mean on the Motivation for Schooling scale and slightly below the group mean on all other scales.

Pacific Islander. Fourth-grade Pacific Islander students scored above the group mean on the Motivation for Schooling, Sense of Control Over Performance, and Instructional Mastery scales. Their scores fell slightly below the group mean on the Academic Self-Concept: Performance-Based scale. Seventh-grade students scored consistently above the group mean on all scales. Tenth-grade students performed poorly, falling below the group mean on all scales except the Academic Self-Concept: Performance-Based scale.

White. White students scored above the group mean on all scales at the fourth-grade level. They recorded the highest scores of all ethnic groups on both of the academic self-concept scales. White students in the seventh grade scored above the group mean on all scales except the Motivation for Schooling scales. Tenth-grade White students surpassed the group mean on three scales; however, they fell below the group mean on the Motivation for Schooling and the Sense of Control Over Performance scales.

Integration Program Comparisons

CAP-PHBAO resident students. Resident students in CAP-PHBAO receivers in fourth grade scored below the national norms on all SAM scales. Seventh-grade CAP-PHBAO receiver resident students scored above the national norm and higher than other integration program groups on all SAM scales. Tenth-grade CAP-PHBAO receiver residents scored above the national norm on all SAM measures except the Instructional Mastery scale.

CAP-PHBAO students. In Grade 4, CAP-PHBAO students scored below the national norm on all SAM scales. CAP-PHBAO students in the seventh grade scored slightly above the national norm (51%) on all SAM measures except the Sense of Control Over Performance scale. CAP-PHBAO students in the tenth grade exceeded the national norm on the Motivation for Schooling scale and on both academic self-concept scales, while scoring below the national norm on the other SAM scales.

YRS-PHBAO students. Fourth-grade YRS-PHBAO students scored below the national norm on all SAM scales. YRS-PHBAO students in the seventh grade scored slightly above the national norm on the Motivation for Schooling and Academic Self-Concept: Performance-Based scales and below the norm on the other SAM scales. Tenth-grade YRS-PHBAO students scored above the national norm on all SAM measures except the Instructional Mastery scale.

PHBAO students in traditional calendar year schools. Fourth-grade PHBAO students scored at the norm on the Motivation for Schooling scale and below the norm on the other scales. Seventh-grade students scored at the 51st percentile on the Academic Self-Concept:

Reference-Based scale; they scored below the norm on the other SAM scales. Tenth-grade PHBAO students performed above the national norm on both academic self-concept scales, and below the norm on the other SAM scales.

CAP students in CAP integrated receivers. Fourth-grade CAP students in CAP integrated receivers surpassed the national norm on the Motivation for Schooling, Academic Self-Concept: Performance-Based, and Sense of Control Over Performance scales and fell below the national norm on the remaining scales. Seventh-grade students in this program group scored below the national norm and below the scores of other integration program groups on all SAM scales. Tenth-grade students scored above the national norm on the Academic-Self Concept: Performance-Based scale and fell below the norm on the other SAM scales.

PWT students in PWT receivers. Fourth-grade PWT students scored at the norm on the Motivation for Schooling scale and below the norm on the other scales. Seventh-grade PWT students scored below the norm on all the SAM scales. Tenth-grade students scored below the norm on all scales except the Academic Self-Concept: Reference-Based scale.

PWT/CAP/SAT/CVP receiver resident students. Fourth-grade resident students in PWT/CAP/SAT/CVP receivers scored above the national norm on all SAM scales except the Instructional Mastery scale. Seventh-grade students as well as tenth-grade students in this program group placed slightly above the norm on both academic self-concept scales and below the norm on the other scales.

Magnet school students. Fourth-grade students in magnet schools scored above the national norm on all SAM scales except for the

Instructional Mastery scale. Seventh- and tenth-grade students in this program group scored above the national norm on all scales. Tenth-grade students scored higher than all other groups on four of the scales and tied with CAP-PHBAO students for highest score on the Academic Self-Concept: Reference-Based scale.

Conclusions

Students in magnet schools and centers had the highest percentages of mean percentile scores at or above the 50th percentile.

YRS, CAP, PHBAO, PWT, and resident students in PWT receiving schools had less than half of their percentages of mean percentile scores above the 50th percentile.

Recommendations

An item analysis should be conducted to determine how students are responding to individual items that make up a scale.

INTERGROUP RELATIONS STUDY

Elaine Lindheim, EdD

Background

The promotion of positive interethnic relations among students has always been a major goal of the district's integration programs. For the past three years, formal evaluation studies have been conducted to determine the degree to which this goal has been achieved.

The first year's study (1986-87) took an observational approach and focused on student interactions before and after school, at lunchtime, and at special activities during the school day. Classroom seating patterns also were observed. This study found that across all school sites, instances of positive or neutral interactions far outweighed instances of negative interactions.

The focus of the second year's study (1987-88) was the validation of attitudinal questionnaires used with students and staff to measure the interracial/interethnic climate at schools.

Purpose of the Study

The 1988-89 study was designed with three major purposes: first, to continue administration of the Intergroup Relations questionnaires; second, to better understand the intergroup dynamics at individual schools by conducting small group interviews with students, teachers, and classified staff members; and third, to explore whether teachers hold differential expectations for student academic performance based upon pupil racial/ethnic group membership.

Sample and Instrumentation

Two samples were selected for the study: one for the administration of the Intergroup Relations questionnaires and the other for the small group interviews.

Questionnaire Sample

The questionnaires were administered in a sample of 97 schools: 41 elementary, 25 junior high, 27 senior high, and 4 extended magnet schools (magnet schools with grades across school levels). These schools represented the PHBAO, PWT, YRS, and magnet programs and each administrative region.

Students. Students in Grades 4, 8, and 11 completed the self-report questionnaire.

Staff. There were three different groups of respondents for the staff questionnaire: teachers, administrators, and classified staff.

Interview Sample

Interviews were initially scheduled to be conducted at twelve of the schools included in the questionnaire sample. All of these schools had been involved in school site observations during the first two years of the Intergroup Relations study. The four elementary, four junior high, and four senior high schools selected represented the PHBAO, PWT, YRS, and magnet programs and each administrative region. However, because of the work stoppage only 11 schools participated.

The total number of respondents to be interviewed at each school was as follows:

- Students: Thirty-six 4th-, 8th-, or 11th-grade students, with nine students representing each major ethnic group (Asian, Black, Hispanic, and White).
- Certificated staff: Eight certificated staff members, representing the major ethnic groups.
- Classified staff: Eight classified staff members (clerks, plant managers, cafeteria workers, and educational aides), representing the major ethnic groups.

Two types of instruments were used for this study: the Intergroup Relations questionnaires and an interview protocol.

Summary of Findings

1. More than 3,000 fourth graders and 10,000 eighth and eleventh graders completed the Intergroup Relations questionnaires. These students represented all programs and all regions.
2. At the district level, elementary school students had quite positive attitudes toward intergroup relations and quite positive perceptions of their schools' interracial/interethnic climate (mean score of 2.7 on a 3-point scale). This score was almost identical to last year's mean of 2.6.
3. At the program level, elementary-level traveling students (those in the Permits With Transportation or Capacity Adjustment programs) were the least positive in their intergroup perceptions (mean score of 2.5 on a 3-point scale).

4. Across all elementary-level integration programs, the mean scores of various ethnic groups were almost identical. Within programs, the most positive groups were Asians in magnet programs, Filipinos in YRS and PHBAO schools, and Hispanics in residence at PWT schools. The least positive groups were Asian, Black, and Hispanic travelers.
5. At the district level, secondary school students had somewhat positive attitudes toward intergroup relations and somewhat positive perceptions of their school's interracial/interethnic climate (mean score of 3.7 on a 5-point scale). This score was identical to last year's results.
6. At the program level, secondary-level YRS students, PHBAO resident students, and travelers had the most positive perceptions (mean score of 3.7).
7. When student attitudes and perceptions were considered by ethnicity, secondary-level Filipino students were the most positive (mean score of 3.8). White and American Indian/Alaskan Native secondary school students were the least positive in their views (mean score of 3.6).
8. More than 1,000 staff members--teachers, administrators, and classified staff such as office clerks, plant managers, cafeteria workers, and educational aides--completed the staff Intergroup Relations questionnaires.
9. Staff across all programs had a somewhat positive attitude toward intergroup relations and somewhat positive perceptions of their

school's interracial/interethnic climate (mean score of 3.8 on a 5-point scale). This score was identical to last year's mean score.

10. Staff at elementary magnet schools had the most positive perceptions (mean score of 4.2). Secondary-level PHBAO, YRS, and PWT programs had the lowest mean score (3.6).
11. While staff members in all programs were positive in their belief that the teachers at their school expected students of all races and ethnic groups to succeed, they were less certain about the ability of their students to master grade-level content.
12. Staff respondents in all programs considered Asian students to be performing closest to their abilities and to be receiving the highest grades (about a B average). The same respondents considered Black and Hispanic students to be performing less well than they could and to be receiving lower grades (about a C average).
13. Magnet school staff members were the most positive group of respondents about their students' motivation, ability to succeed, and capability to master grade-level content.
14. Interview findings corroborated the low questionnaire ratings associated with students' feelings of safety while at school. Student and staff respondents spoke repeatedly of safety fears while off campus. Almost all of these fears seemed to be associated with gangs rather than specific racial groups.
15. Most interview respondents reported that students tended to gather on campus with friends of their own racial/ethnic group more often than they mixed with others.

16. Interviews revealed some intergroup problems on campuses where traveling or magnet students were of a different ethnicity than resident students. An "us versus them" attitude was more likely to arise on such campuses than on campuses with resident students only.

17. On almost all campuses, students and staff members felt that a particular group of students was getting special treatment, although the group receiving the attention was never the same among schools. In some cases, favoritism reportedly was given to a particular type of student (e.g., athletes or magnet students). In other cases, a single ethnic group was noted (e.g., announcements in Spanish for Hispanic students, a higher number of behavior referrals for Black-male students).

18. Interviews with staff members corroborated the questionnaire findings that teachers held differential expectations for students based at least in part upon ethnicity. Other factors upon which staff members based their expectations for student achievement included the home environment, degree of parental support and involvement, and socioeconomic background.

19. At those schools that appeared to interviewers to have the most positive intergroup climate, respondents commented on strong administrative leadership, excellent campus supervision, and a conscious effort to work hard at maintaining good interethnic relations.

Conclusions

1. The 1988-89 study continued the work done in the past two years to better understand the interracial/interethnic climate within the Los Angeles city schools. It did so by administering questionnaires to a relatively large sample of respondents as well as interviewing more limited numbers of students and staff members at selected campuses. The findings that emerged from this year's investigation, combined with those from the previous two years, make it increasingly apparent that the focus of attention and effort in intergroup relations belongs at the individual school level, backed up with support at the program and district level.
2. The 1988-89 interviews highlighted the fact that the intergroup climate on any campus is a function of the particular racial/ethnic mix at that school and the actions taken by administrators and teachers to deal with the unique issues that arise. The interviews also pointed out how important it is for individual school staffs to constantly monitor the state of affairs on their campus and act quickly to resolve problems as they emerge. Such proactivism is especially important in the case of schools where there are traveling students, as intergroup relations between traveling and resident students continue to be less than optimum.
3. On a district-wide level, the all-pervasive problem of gangs appeared as a monumental one, and indeed one that extends beyond the schools to the community at large. Across all programs and campuses, the concern for students' safety went beyond issues of interracial relations to those of protection from criminal behavior.

4. This year's intergroup relations study took on the additional charge of exploring teachers' expectations for student academic performance. The investigations revealed that teachers do indeed hold differential expectations for students. These expectations often were expressed in racial/ethnic terms: Asian students demonstrate the best academic performance; Black and Hispanic students are not performing as well as they could academically. The question that remains, however, is the degree to which these expectations have a causal effect on student performance. This is a nontrivial question and one with which educational researchers have been grappling for many years.

Recommendations

Based upon this year's findings, the following specific recommendations are offered.

1. The Intergroup Relations questionnaires for students and staff should be administered on an ongoing basis, and the results should be used as an overall indicator of the intergroup climate in the district.
2. School-site interviews and observations, while yielding interesting and valuable information, need not be continued. These evaluation strategies are very labor- and cost-intensive, yet the information they produce usually cannot be generalized beyond the campus where it was obtained. Such information was important to obtain in the first years of the intergroup relations evaluation effort, most particularly to validate the written questionnaires. It becomes

less important on a district-wide basis as the database from the questionnaires is extended.

3. In lieu of school-site interviews and observations, strategies should be developed for assisting individual schools in surveying their own intergroup climate and utilizing the results of such surveys. These strategies might include administering the Intergroup Relations questionnaires to the entire staff and student body at schools who so request it, computing the results for that school, and guiding school staff in interpreting and using the results.

4. Effective strategies for dealing with the district-wide intergroup issue of enhancing the experience of traveling students should be developed and disseminated.

5. The district should provide mechanisms and support services for schools in the area of Intergroup Relations.

ACADEMIC ACHIEVEMENT

Frank S. Romero, PhD

Background

Low achievement is one of the court-specified harms of racial isolation. Consequently, it is important to examine the academic achievement of students participating in the district integration programs. The study of achievement has been conducted since the inception of the integration programs. Achievement scores of traveling, PHBAO, and YRS students over the years have generally remained low.

Purpose of the Study

The purpose of this study was to continue to examine the impact of the integration programs on student achievement. The following questions were addressed in the study:

1. What are the overall achievement levels of students in the integration programs, and how do they compare with national and district averages?
2. What are the overall achievement levels of students by integration program and by ethnicity?
3. What overall levels of mastery in reading vocabulary and language expression have been achieved by students by integration program and ethnicity?

Summary of Findings

Mean Percentiles

The academic achievement of students in PHBAO schools, as measured by their mean percentile scores in reading, mathematics, and language, fell below the district averages and the national norm. Students in

PHBAO non-Chapter 1 schools usually scored higher than students in PHBAO Chapter 1 schools. There were small differences between the mean scores of students in PHBAO YRS and PHBAO non-YRS.

PWT students also scored below the district averages in reading, mathematics, and language. Resident students in PWT receiving schools, in contrast, scored well above the district averages and the national norm in Grades 4, 5, 7, 8, 10, and 11. PWT sending school students had mean scores similar to PWT students with differences of no more than 6 percentile points.

In CAP integrated receiving schools, Grades 4, 5, 7, 8, 10, and 11 resident student mean scores exceeded CAP student scores by wide margins. Resident student scores were above the district averages while CAP student scores were below. In CAP PHBAO receiving schools, the resident student mean scores were very similar to the CAP student scores and both were below the district averages. There were generally few differences between the scores of CAP students in integrated receiving schools and the scores of CAP students in CAP PHBAO receiving schools. In all cases, the CAP sending school student scores were higher than the scores of all CAP students, but still below the district averages in reading, mathematics, and language.

Students in the Magnet School Programs scored far above the district averages in reading, mathematics, and language, and in most cases exceeded the national norm as well. Grades 10 and 11 magnet center students had higher achievement scores than students in magnet schools.

The year-round student mean scores were below the the district averages in reading, mathematics, and language. There were negligible differences among the different YRS calendars. In Grades 4 and 5, however, students in Concept 6M schools generally scored slightly higher than students on other YRS calendars.

CVP student mean scores in Grade 4 and resident student scores at all grade levels were above the district averages in all subjects. There were no consistent trends between sending school student scores and the district averages or between sending school scores and CVP student scores.

SAT resident students scored above the district averages in reading, mathematics, and language while SAT students scored below the district averages in all three subjects. Sending school student mean scores were consistently higher than SAT student scores but usually below the district averages.

Percentile Bands

Over half of all the 1st-11th grade students scored in the lowest two percentile bands (40th percentile and below) on both reading vocabulary and total language. Hispanic and Black students had the largest percentages of students scoring in the very low band (1st-25th percentile) and over 60% of their groups scoring within the lowest two bands on both tests. Black and Hispanic students also had the smallest percentages scoring in the very high band (76th-99th percentile) and less than 20% scoring in the two highest bands (over the 60th percentile) on both reading vocabulary and total language. White students had the largest percentages of students scoring in the very high band and the smallest percentages in the very low band on both tests.

Five groups had the largest percentages scoring in the very low band on both tests: CAP PHBAO residents; YRS students; and CAP integrated, CAP PHBAO, and SAT travelers. All five of these groups had over 54% of their students scoring in the very low band on reading vocabulary. These groups also had the smallest percentages in the very high band on both tests. Magnet students had the smallest percentages in the very low band and the largest percentages in the very high band.

Objectives

White students consistently had the highest or second highest percentages of students, usually over 60%, mastering all the reading vocabulary objectives. Hispanic and Black students had the smallest and second smallest groups, respectively, mastering the reading vocabulary objectives.

Percentages for the language expression objectives were higher, over 50%, for all ethnic groups at Grades 4, 5, 7, and 8. No one ethnic group consistently scored the highest or lowest percentages of mastery on language expression objectives.

YRS students and CAP students at integrated receivers had the smallest percentages of students mastering the reading vocabulary objectives, usually less than 50%; SAT residents had the largest percentages of students mastering the objectives.

Mastery percentages on the language expression objectives were high, mostly above 70% in Grades 4 and 5. No one integration program had the smallest or largest percentages mastering the language expression objectives.

LINKAGE STUDY: THE RELATIONSHIP AMONG STUDENTS' LENGTH OF INTEGRATION PROGRAM PARTICIPATION, ACADEMIC ACHIEVEMENT, AND ATTITUDES TOWARD SCHOOL

Frank S. Romero, PhD

Background

The purpose of this study was to determine the impact of continuing participation in district integration programs on individual student achievement and student attitudes. This is the fourth year that such an issue has been explored as part of the evaluation of the integration programs. It is an important question because low academic achievement and low self-esteem are two of the court-specified harms of racial isolation.

Purpose of the Study

The purpose of the study was to answer two specific evaluation questions:

1. What is the effect of length of integration program participation on student achievement?
2. What is the relationship between student attitudes and academic achievement in integration programs?

Sample and Instrumentation

Each student's scale scores in reading, mathematics, and language from the 1988-89 administration of the CTBS/U were used as the principal measures of achievement. In addition, previous CTBS/U scores were available for some students; it was possible that these data could be used for longitudinal comparisons.

Data to answer the first question, which addressed length of participation in integration programs, was based on student enrollment data from the student databank. Students in each integration program group were classified into three subgroups according to the number of years that they had participated in the program as of spring 1989. The three subgroups were: 1-2 year participants, 3-4 year participants, and 5 years or more (5+) participants. (Students may have changed schools during their participation in an integration program.)

To answer the second question which addressed the relationship between achievement and attitudes, achievement was measured using the 1988-89 CTBS/U scores, and self-esteem was measured using the School Attitude Measure (SAM). Each student's self-esteem score from the spring 1989 administration of SAM was obtained for five scales: Motivation for Schooling, SAM1; Academic Self-Concept: Performance-Based, SAM2; Academic Self-Concept: Reference-Based, SAM3; Sense of Control Over Performance, SAM4; and Instructional Mastery, SAM5.

Summary of Findings

Grade 4

Overall, there was improvement in scores with length of program participation. Students who had been in an integration program three years or more scored slightly higher in reading, mathematics, and language than students who had been in the program for only one or two years. However, only PWT residents showed significant gains.

Although there was not a uniform trend in academic improvement across integration programs, students generally improved their academic standing relative to the national norms from 1987-88 to 1988-89.

The Instructional Mastery scale was the only consistent variable to predict academic achievement. The explained variance, however, was minimal.

Grade 7

Grade 7 student scores in reading, mathematics, and language also improved with length of program participation. Students in a program for 5 years or more scored higher than students in the program for 1 or 2 years. PWT resident, YRS, and magnet students had significantly higher test scores the longer they remained in their programs.

Students generally improved their academic standing relative to the national norms in reading and mathematics from 1986-87 to 1988-89.

The Sense of Control Over Performance scale was the best predictor of reading, mathematics, and language scores for PWT travelers and PHBAO and YRS students. The Instructional Mastery scale was the most significant predictor of achievement for magnet students. All regression equations explained minimal variance at this grade level.

Grade 11

As with previous findings, Grade 11 students also improved their academic performance the longer they participated in a program. PWT residents and magnet students showed significant improvement in scores. Generally, students improved their academic standing relative to the national norms from 1986-87 to 1988-89.

Data for the regression analysis were available only for Grade 10 students. The Academic Self-Concept: Reference-Based scale was a significant predictor of reading, mathematics, and language scores for all integration programs.

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DISTRICT-WIDE OVERVIEW OF THE HARMS OF RACIAL ISOLATION: FOCUS ON ETHNIC DIFFERENCES

Marvin Alkin, EdD
Marie Freeman, MA

Background

For the past eight years, studies of integration programs have focused primarily on program-level effects, although access to postsecondary opportunities has been analyzed as well. During this time it has become increasingly evident that program-level outcomes may vary in important ways according to the socioeconomic and cultural variables associated with student ethnicity.

Purpose of the Study

This study focused on the harms of racial isolation that were identified by the California Superior Court in 1976. These harms are low academic achievement, low self-esteem, reduced access to postsecondary opportunities, interracial hostility, and overcrowding. The intent of the study was to determine the impact of these harms on various ethnic groups within the integration programs and, where possible, across the district as a whole.

Sample and Instrumentation

The sample consisted of all students in Grades 3, 4, 5, 6, 8, 11, and 12 in all integration program schools. In addition, achievement scores were included for all students in the district at these grade levels for whom ethnicity could be determined.

Four instruments were used to collect data; (1) the Comprehensive Tests of Basic Skills, Form U (CTBS/U) in reading and mathematics; (2) three scales of the School Attitude Measure (Motivation for Schooling, Academic Self-Concept: Performance-Based, and Academic Self-Concept: Reference-Based); (3) elementary and secondary level responses to the Intergroup Relations Questionnaire; and (4) a listing of overcrowded schools (those in CAP and YRS) with their capacities and with an ethnic breakdown of students by school.

It must be emphasized that the CTBS/U achievement results, disaggregated by ethnicity, should be interpreted very carefully. The 1987-88 tests did not require students to be identified by ethnicity. Consequently, at the elementary level, a match was made between CTBS/U scores and ethnicity as shown on the Survey of Essential Skills (SES) to infer student ethnic status. Unfortunately, the percentage of students for whom both ethnicity and CTBS/U scores could be identified was quite low.

Summary of Findings

1. How do members of major ethnic groups compare on measures of academic achievement?

    Especially at the elementary grades, identification of student CTBS/U scores by ethnicity was too incomplete for conclusive findings; however, some fairly reliable patterns emerged. Mean percentiles for all ethnic groups at Grades 3, 4, 6, 8, 11, and 12 fell below the national 50th percentile. Asian and Hispanic students scored noticeably higher in mathematics than in reading. Asian, Filipino, and White students had mean scores that were above the district average and considerably higher than those of Black and Hispanic students, whose mean scores tended to fall below the district average.

2. How do members of major ethnic groups compare on measures of self-esteem?

   Among integration program participants in Grades 5, 6, 8, 11, and 12, all ethnic groups showed higher scores on the SAM scales utilized. There were relatively few differences among ethnic groups on the SAM scales.

3. How do members of major ethnic groups compare on measures of access to postsecondary opportunities?

   Twelfth-grade students of all ethnic groups who were enrolled in Magnet Programs tended to rank higher on all indicators of access than did students in other integration programs. Asian students gave the highest estimations of GPA, and Black and Hispanic students gave the lowest. Hispanic students in PWT programs had the lowest expectations of graduation and the lowest rate of completing college application requirements. Black students in PHBAO programs were least likely to be eligible for UC or CSU. These trends may or may not be typical of the ethnic groups in the district as a whole.

4. How do members of major ethnic groups compare on measures of interracial hostility?

   The validation study of the Intergroup Relations Questionnaire indicated some possible trends which will be pursued in future evaluation studies. The questionnaires showed a generally positive climate in elementary and secondary schools, with some exceptions.

5. How do major ethnic groups compare on measures of overcrowding?

The overwhelming majority of students in YRS and CAP programs were Hispanic and their proportions in these programs were greater than their representation in the district as a whole. White and Asian students were underrepresented in these two programs for overcrowded schools. The largest percentages of Hispanic students were enrolled in YRS, particularly in year-round high schools. Relatively few Black, Asian, or White students attended year-round high schools. Somewhat greater proportions of Black, White, and Asian students were bussed from CAP sending schools. Overcrowding in the district was not equally distributed; it particularly affected schools in Regions B, G, and H, heavily populated with (75% or greater) Hispanic students, and Regions C and D, with dense populations of Black students. Affected also were Region F CAP receiving schools which had high numbers of Hispanic students (75% or greater) although non-CAP schools did not.

Conclusions

The available measures provided mixed information about the harms of racial isolation throughout the schools in the district. Conclusions about academic progress were limited by the extent to which student scores could be matched with ethnicity. Measures of self-esteem and access to postsecondary opportunities were administered only to samples of integration program participants. The interracial hostility measure was still in a developmental phase and was implemented with small samples of integration program students. On the other hand, information about YRS and CAP schools provided a fairly reliable picture of how overcrowding affected ethnic groups in the district.

Even with limited information, several conclusions are warranted. To a much greater extent than any other ethnic group, Hispanic students attended district schools in which a large majority of students were Hispanic. In addition, these schools were often overcrowded and involved with YRS or CAP programs. Asian and White students were faring relatively well in terms of academic achievement, but Hispanic and Black students were not. (A full picture of Hispanic students' achievement is not complete without an examination of results from the CTBS Español.) The SAM results indicated few differences among ethnic groups. Interracial measures that focused on 12th-grade students' access to postsecondary opportunities confirmed that Black and Hispanic students had more trouble than Asian or White students in meeting UC and CSU entrance requirements and, in addition, had relatively low SAT scores and estimates of their own grades.

Recommendations

1. Develop a more precise identification of CTBS/U scores by ethnicity at the elementary school level if comparative studies are to be continued.
2. Consider the results of the CTBS Español when assessing achievement trends among the district's Hispanic students.

3. Withhold judgment about how major ethnic groups compare on measures of interracial hostility until results on the Intergroup Relations Questionnaire are available for a larger sample of students at both elementary and secondary school levels.
4. Explore the implications of various school calendars for specific ethnic groups.

SCHOOL CHARACTERISTICS AND ETHNIC GROUP ACHIEVEMENT

Marie Freeman, MA

Background

Very often, past evaluations have identified ethnic differences in specific program outcomes, but few have addressed the question of ethnic differences districtwide. This year's evaluation contains several reports which begin to explore ethnic patterns. One guiding concern is whether the patterns are actually related to ethnicity or to other, perhaps more powerful contributing socioeconomic factors.

This study focuses primarily on academic achievement as identified by the Comprehensive Tests of Basic Skills, Form U (CTBS/U) and postulates that focusing on academic achievement by ethnic group should help identify factors that might explain for the success of various ethnic groups in some school settings but not in others.

The study, "Variables Related to Ethnic Differences in Achievement: A Review of Related Research," identified a number of probable variables that might differentiate high- from low-achieving schools. The variables identified were: (a) competent site management, (b) the principal's active role in instructional leadership, (c) high expectations of student success, (d) positive and orderly school climate, (e) teachers and students who share a sense of control over their environment, (f) regular evaluation of student progress, (g) well-organized and articulated curriculum, (h) an emphasis on academic goals, (i) positive and active parent involvement, (j) maximum learning time, and (k) effective staff training. Further, the research on motivation has suggested that attribution patterns, teacher expectations, and student self-perceptions can powerfully influence achievement.

Information gleaned from the literature review was supplemented by information collected through interviews with ten principals from high- and low-achieving Black and Hispanic schools, questionnaires returned by parents and teachers, and additional interviews with a small number of teachers and parents.

Purpose of the Study

This analysis was intended to identify ethnic patterns in achievement among the district's elementary schools. Two key concerns directed this study:

1. Are there schools within the Los Angeles Unified School District in which Black and Hispanic students demonstrate higher achievement than Black and Hispanic students in the district as a whole, especially schools where the socioeconomic status of the students would tend to predict lower achievement?
2. If such schools can be identified, what variables or clusters of variables might account for the successes? Do the enabling variables or their combinations appear to differ according to ethnicity?

Sample and Instrumentation

The database included all fourth-grade students who had taken the CTBS/U in 1986-87 in all district elementary schools and all elementary school students who had taken the CTBS/U in 1987-88.

This comparison was seriously limited by the low rate of ethnic identification at the elementary level. A reliable match between 1987 CTBS/U scores and Survey of Essential Skills (SES) ethnicity could not be made for about 68% of the fourth-grade students. The investigator used both the fourth-grade rankings for 1986-87 and the rankings for 1987-88 to insure some measure of consistency across years and throughout the grade levels of individual schools. Data that would have allowed more than two years of consistent comparisons among the same grade levels was not available. Only results from the English version of the CTBS were used; those from the Spanish version were not.

For the comparative study, matched samples were selected. The study attempted to identify three schools that demonstrated higher-than-average achievement and three that demonstrated lower-than-average achievement for Black students, and the same number of schools for Hispanic students--a total of 12 schools. "High" and "low" schools were matched on Chapter 1 ranking, student population, size, and region.

Surveys were administered to all grade 4 students (n = 1,020) in the 12 sample schools and their parents (n = 645). In addition, 3rd- and 4th-grade teachers (n = 81) received questionnaires and eleven of twelve principals were interviewed. Two one-hour classroom observations were conducted by PEAB staff in two Grade 4 classes at each sample school.

Summary of Findings

1. Is there a difference in the criteria used to define school "success" or "effectiveness" by teachers and principals, and do the criteria differ by the ethnicity of the school or the respondent?

Teachers and principals generally agreed that standardized tests such as the CTBS were insufficient indicators of school effectiveness. Principals more than teachers said that they were willing to use the tests as valid indicators. Teachers felt very strongly that the tests were inadequate, especially the reading section of the CTBS. Both groups recommended more frequently administered tests that would be developed in-house. They also suggested that faculty program evaluations, student work samples, and parent reactions be incorporated into any assessment of school effectiveness.

2. What level of achievement do principals, teachers, parents, and students expect in higher- and lower-achieving schools? Do the expectations differ by ethnicity of the students or other respondents?

All groups reported high expectations. However, closer examination revealed differences between high- and low-achieving schools. Teachers and students had higher expectations at the high-achieving schools, and more parents of students at high-achieving schools expected their children to go to college than did parents of students at low-achieving schools. Students reported higher expectations of themselves than of their peer reference groups.

Black students at low-achieving schools had the lowest expectations of achievement. Half of the teachers felt that their students might not develop strong reading and writing skills.

3. To what extent does school achievement seem purposive or important? To what extent does it offer a possible source of control over life circumstances to teachers, parents, students, and principals? Is there a difference by ethnicity of respondents?

Parents of students in high-achieving Black schools reflected a greater sense of purpose in education and less fear for their children's safety than those in low-achieving Black schools. Parents of children in the Black schools registered less confidence that their children would be safe at school than did parents of Hispanic children.

Most teachers felt that their efforts had a positive effect on student achievement, but many said that students were more influenced by activities with peers than by educational activities. One third indicated that they did not have much control over the events of a normal school day. Teachers in the high-achieving schools had more positive ratings on "control" than did teachers in low-achieving schools.

Students had very positive perceptions of their ability to control circumstances, although boys were less positive than girls.

Principals described their approaches to maintaining an orderly and safe environment in school. Their responses were not conclusive, but principals from high-achieving schools seemed to have more direct involvement and apparently organized more programs for maintaining a positive climate.

4. To what causes do teachers, students, and parents attribute students' achievement or lack of success in school? Do the attribution patterns vary by the respondents' ethnicity?

Teachers from high-achieving schools more than those from low-achieving schools believed their students to have average or high ability and attributed student success to effort. In open-ended responses, teachers indicated that they attributed student success more often to actions of the teacher and student failures more often to actions of the student.

Students reported that effort in school was expected and that it led to success. Students in the high-achieving Hispanic schools tended to support this position most often; students in low-achieving Black schools tended to support it least often. More students in low-achieving Hispanic schools attributed success to luck than did students in the other groups. A smaller proportion of students in Hispanic schools than Black schools felt that the teacher considered them smart; more students in high-achieving Black schools than in all other schools agreed with this position. Not enough information about the parents' attributions was available to make a judgment.

5. Does the principal's role as instructional leader and as a community liaison vary between both types of schools? Does it vary by the ethnicity of the principal or the student body?

The ethnicity of the principal appeared to have no bearing on the results. All principals described their roles as instructional leaders to be multifaceted. Principals from the high-achieving schools mentioned more specific ways in which they implemented instructional improvements than did principals from the low-achieving schools. High-achieving school principals also tended to be more involved with the community, although none of the schools had much interaction with parents or the community.

6. Is there a difference in the extent to which principals, teachers, and parents emphasize the need for an orderly and positive classroom and general school environment, and does this differ by ethnicity?

All three groups rated an orderly and disciplined environment as one of the most important factors for an effective school. There were no apparent differences between ethnic groups. Parents, especially of students in Black schools, were particularly concerned about their children's safety.

7. Is there a difference in the focus placed by the principals, teachers and parents on the development of basic language and mathematics skills, and does the focus differ by ethnicity of respondents or the student body?

More teachers in high-achieving schools than those in low-achieving schools reported that there was a clear curriculum emphasis and set of goals in the school, even though the majority of the teachers in all schools indicated that such a focus is important to an effective school.

Students from high-achieving Hispanic schools reported less focus on mathematics or reading than all other groups.

Students from low-achieving Hispanic schools and high-achieving Black schools reported spending more time with reading than with other subjects.

More parents of students in Hispanic schools than parents of students in Black schools indicated that there was a greater focus placed on reading than mathematics. Fewer parents of students in high-achieving schools believed their children were developing strong mathematics skills than did parents of students in low-achieving schools.

The responses of principals and the classroom observations corroborated the indication that the general tendency in most of the schools was to focus on reading rather than mathematics.

8. Is there a difference in the methods used for, or the frequency of, monitoring student progress, and do these differ by ethnicity?

Monitoring student progress varied widely within and between individual schools, and it was not indisputably a function of the type of school. Parents of students in Black schools were less satisfied with the frequency of progress monitoring than parents of students in Hispanic schools.

9. Is there a difference in the resources both types of schools devote to assisting students who are low-achievers or high-achievers, or to facilitating the understanding of ethnic differences as they relate to learning and instruction (especially language differences)?

Teachers from high-achieving schools were more satisfied with available resources for teaching students of various ethnic groups than were teachers from low-achieving schools. More students from high-achieving schools than those from low-achieving schools felt that teachers treated them fairly, no matter what the student's ethnic group might be. Parents were generally satisfied that school staff understood their children's ethnic group, although Black parents were somewhat less satisfied than were Hispanic parents.

Great variation was evident in how schools developed programs for low-achieving students. Students who were very high achievers were often placed in "gifted" or accelerated programs. The most common grouping practice was based on language proficiency, which sometimes isolated either the English-speaking or the second-language students from the majority.

10. Is there a difference in the kinds or frequency of parent interaction with the school, and do these interactions differ by the ethnicity of the student body?

Most parent contact with the school was initiated by school staff, and the greatest amount of variance in interactions seemed to be related to in-school teacher factors. More Black parents than Hispanic parents reported helping their children with homework. None of the sample schools had well-developed programs for parent participation.

Conclusions

The purpose of this study was to suggest variables that might be related to effective schools for Black and Hispanic students; to identify elementary schools in which Black and Hispanic students demonstrated achievement that was higher than would be predicted for those groups in the district as a whole; and to identify variables or clusters of variables that might be related to the differences in achievement by comparing the high-achieving schools with socioeconomically and demographically similar schools that were achieving at or below the expected level for that group in the district.

Although investigators would have liked to prepare a ranking of elementary schools by achievement and ethnicity, thereby identifying those schools in which certain ethnic groups might be excelling, the available data did not justify such a district-wide ranking. In highly integrated schools, for example, there might have been only one or two students for whom achievement scores and ethnicity could be determined. The investigators determined that it was not reasonable to rank the schools' success or lack of success based upon such a tiny sample. In schools that were less integrated, those with over 50% of the students from one ethnic group, the sampling from that ethnic group obviously was better, but one could not assume that those schools were more or less effective than the schools with smaller samples of any particular ethnic group. The best that could be done using 1987-88 data was to select those schools with high percentages of a specific ethnic group for whom a reasonable number of CTBS scores could be determined and then identify schools with scores that were higher or lower than the district averages for that ethnic group. A more definitive ranking of schools that would support generalizations about the schools' comparative effectiveness district-wide for individual ethnic groups must wait until CTBS scores can be more accurately identified by student ethnicity.

The research literature is quite clear that socioeconomic and family conditions are the most powerful variables related to school achievement, and results of this study were in accord. Identifying schools with atypically high or low achievement proved to be quite difficult because, in almost every case, the extremes could be directly related to the socioeconomic status of the community in which the schools were found. This study did not look at schools in which the Black or Hispanic students most likely came from upper income families (as identified by Title 1 ranking), where high achievement often occurred. Any variable operating in those schools, variables that, in fact, may not have been related to economic differences but to some other effective practice, would not be detected in a study such as this one. Because schools from non-poverty areas and well-integrated schools were eliminated, the results of this study cannot be widely generalized. It remains important to clearly specify the conditions other than ethnicity that influence educational outcomes.

Even with all of the study's limitations, several promising variables were identified primarily through a review of the research literature concerning effective schools for minority students, social learning, and motivation; these variables seem to be related to levels of ethnic group achievement. One variable is a student's sense of control over the environment where education has a valued purpose: Orderly school environments contribute to a sense of control and predictability. A second variable is expectations for achievement: Regular progress monitoring is directly related to achievement expectations. Attributions about the causes of achievement or failure are a third important variable. Additional pertinent variables are: (a) the principal's role as a manager and instructional leader, (b) the school's focus on academic skills and curriculum organization, (c) the nature of parent interactions with the school, and (d) the allocation of resources to groups of students. These characteristics are obviously universals which one would expect to influence any child's achievement, regardless of ethnicity. However, dimensions of the variables may prove to be more significant in the achievement of students from Black or Hispanic communities where socioeconomic conditions are poor.

How did these variables operate in terms of the sample schools' achievement levels and ethnicity? As anticipated, most of the variables appeared to be related to achievement level and, in some cases, to ethnicity as well. Sense of purpose or control, attributions about causes of achievement, expectations about academic success, the principal's role, and a focus on skills and organized curriculum all seemed closely related to achievement level. High-achieving schools, even the schools in this study's sample (more accurately called middle-achieving than high-achieving schools), differed in the predicted direction from the low-achieving schools along these variables. Also, as expected, ethnicity was not as clearly related to the variables. A sense of purpose and control, as well as fundamental safety at school, were evidently important to the achievement of Black students in the communities where the sample schools were located. Attributions about causes of success and failure also varied along ethnic lines, as did (a) the expectations that teachers, parents, and students held about a student's success and, (b) the low sense of control over or purpose for education. It was anticipated that teachers with high expectations of student success would be related to high-achieving schools; however, it is also important to note that Black students in low-achieving schools revealed the lowest expectations of their own success. Students in the Hispanic high-achieving schools and the Black low-achieving schools differed in the responses they gave to questions about achievement attributions. The students in high-achieving Hispanic schools tended to attribute achievement more often to their own effort and skill development than to uncontrollable, external causes. The allocation of resources and class time was also related to ethnicity to some extent. Both the high-achieving Black schools and the low-achieving Hispanic schools reported greater concentration on reading. These differences emerged even though the schools did not differ dramatically in achievement scores and the sample of high-achieving Hispanic schools was incomplete.

Recommendations

The following recommendations are based on the findings in these studies:

1. The elementary students CTBS scores must be more precisely identified by ethnicity if the most effective schools are to be ascertained.
2. A more specific definition of "school effectiveness" should be developed to include criteria in addition to overall achievement on standardized test scores. Other criteria, for example, might be the level of attendance or tests revealing individual growth in specific areas. A school might be effective relative to its own established criteria and the population it serves.
3. Some consideration of the results from the CTBS Español test should be included in future comparative analysis of achievement by ethnicity in order to assess achievement trends among the Hispanic students.

4. The district should continue to explore the variables found to be significant in this study. A more varied sample of schools should be used to examine the importance of integration level as well as socioeconomic differences.
5. In future studies, the representation of ethnic groups should be expanded to include at least Asian and White students. A set of comparison groups possibly would clarify whether variables are particularly important to an ethnic group if more than two ethnic groups were involved in the comparison.
6. Classroom processes as well as school-wide characteristics should be explored. As anticipated, this study found greater variance among teachers within schools than between schools.
7. Secondary schools might also be evaluated in terms of ethnic group achievement. Variables important at the elementary level may operate differently at the secondary level.
8. The district should provide a more precise description of the relationship among parent participation, cultural characteristics for parent involvement in education, and school achievement at the elementary grades.
9. It was evident that a broader audience of interested parties should be interviewed or polled for their opinions about factors involving student achievement among different ethnic groups. The interviews should be more centered around specific practices and classroom processes rather than school-wide factors.

ALGEBRA 1AB FOLLOW-UP STUDY

Marilyn Burns, PhD

Background

Improving the postsecondary educational and vocational opportunities of all students continues to be a major goal of the Los Angeles Unified School District's (LAUSD) integration programs. As noted in a 1984-85 report, "Special Study: Factors Underlying Differences in Postsecondary Preparation of PWT and Non-PWT Students," by Winston Doby, Integration Evaluation Reports, Voluntary Integration Programs, 1984-85, Publication 467 Part II, "In today's increasingly technological society, the study of algebra and geometry is important for all students, not just for those planning to go to college. Short of requiring that every student complete algebra as part of the junior high core curriculum, each junior high school should encourage more students to take algebra to satisfy the 9th-grade math requirement." In addition, the report concluded that students, especially Hispanic, Black, and other non-Anglo students, were not enrolling in algebra in ninth grade because of a practice of limiting ninth-grade algebra enrollment to those recommended by their eighth-grade mathematics teachers. These students are then at a decided disadvantage to complete the a-f (college preparatory) courses before high school graduation since college-preparatory mathematics study should begin in the ninth grade.

Bulletin No. 69 issued by the Associate Superintendent, Office of Instruction, in August 1986, addressed this problem by listing the procedures to be followed at each school to increase ninth-grade algebra enrollment. The bulletin emphasized that ninth-grade enrollment in Algebra 1AB should be viewed as the normal and desirable practice, with a mark of C or better in eighth-grade mathematics to be the criterion for enrollment in 9th-grade Algebra 1AB. However, "no student may be denied access to Algebra 1AB."

Since that time the Office of Instruction has offered much support to schools and mathematics teachers to assist them in making the desired changes in practice: an "Intensive Staff Development of Secondary Mathematics Teachers" course has been offered several times; students in first-year algebra are offered the opportunity to take the Golden State Examination to assess their mastering of algebra against state guidelines; and a series of diagnostic tests have been made available so that students' weak skill areas of pre-algebra can be identified and taught or re-taught to the students as needed.

Each secondary school has received a series of 64 videotapes, entitled Video Algebra, covering the entire content of Algebra 1AB. An accompanying Teacher Resource Book contains exercises and tests which teachers may duplicate and use with their students. Video Algebra was repeatedly broadcast on Channel 58 beginning with the 1987-88 school year, and mathematics teachers from all schools have had the opportunity to attend workshops on the use of the videotapes and the Teacher Resource Book in the classroom.

Purpose of the Study

This is the third study conducted to evaluate ninth-grade algebra enrollment since the issuance of Bulletin No. 69. In 1987 head counselors were surveyed regarding the fall 1986 algebra enrollment and found that a greater percentage of the ninth-grade class was enrolled in Algebra 1A than in the previous year and that a smaller percentage received marks of "C" or better.

A second study was conducted in the following year to answer questions about the progress of individual ninth-grade students initially enrolled in Algebra 1A classes for both the 1986-87 and 1987-88 school years. This study confirmed the first study findings about the number of students enrolled and the marks earned. It found, however, that since more students were enrolled, a greater number of students earned marks of A, B, or C. About three-fourths of the 1986-87 ninth-grade Algebra 1A students completed Algebra 1B at the same school in which they started the course.

Still unknown at the completion of the two studies was the percentage of a given ninth-grade cohort of students who had completed Algebra 1AB by the end of ninth grade. (Cohort for this study is all the students in the ninth grade in 1987-88 in the Los Angeles Unified School District.) We were unable to answer the question: How many students completed algebra prior to entering their regular ninth-grade school year?

This study attempted to answer this question by gathering Algebra 1AB enrollment data and marks that were earned by members of the 1987-88 ninth-grade cohort prior to the fall semester of 1987. By adding this number of students to the number of students who completed algebra during ninth grade, a more reasonable estimate could be made of the number of students in one cohort that entered the college-preparatory track early enough to complete the sequence of college-preparatory mathematics courses before high school graduation.

Sample and Instrumentation

The overall student sample consisted of the 1987-88 9th-graders. However, this evaluation focuses on a sub-group of students who had taken Algebra 1AB in either of the following grades: seventh grade in 1985-86, eighth grade in 1986-87, eighth grade for summer school in 1987, and ninth grade in 1987-88.

Class rosters and district summary lists for seventh-, eighth-, and ninth-grade algebra students in each school were provided by the Information Technology Division (ITD) of LAUSD. For eighth-grade summer school algebra students in 1987, individual student data were available from teacher roll books and were hand-collected and name-matched.

Summary of Findings

All of the following findings refer to the 1987-88 ninth-grade class cohort.

1. In the 1987-88 class, 34.8% of the students had enrolled in Algebra 1AB before entering tenth grade and 30.7% had earned passing marks of A, B, C, or D.
2. About one-third of those who received passing marks in Algebra 1AB earned it in eighth grade and two-thirds earned it in ninth grade.

3. Although less than 1% of students studied algebra in summer school, the opportunity to do so, (a) allows some students either to repeat a failed course or to raise a low mark, and (b) allows others to take a full-year course in a short time and to catch up with their ninth-grade peers. Students enrolled in Algebra 1AB in summer school received higher marks in Algebra 1AB than students who enrolled in the following ninth-grade school year.
4. Although 34.8% of the whole class had completed Algebra 1AB before entering tenth grade, the percentage of completion by different ethnic groups within the class varied widely. Fewer than 30% of Hispanic and Black students had completed algebra while over 60% of Filipino and over 70% of Asian students completed algebra.
5. More failures were earned by Hispanic and Black students; higher marks and fewer failures were earned by Filipino and Asian students.
6. A low positive relationship was evident between CTBS mathematics achievement test scores and marks earned in algebra by ninth-grade students. (See the supplemental report for additional information.)
7. In ninth-grade algebra classes, nearly half of the teachers gave marks of D or F to 40% or more of their students and nearly half of the schools gave D or F marks to 40% or more of their students.

Conclusions

The purpose of this study was to determine what percent of a class cohort had completed Algebra 1AB by the end of ninth grade after the August, 1986 issuance of Bulletin No. 69. The ninth-grade class of 1987-88 was studied and their Algebra 1AB enrollment and marks in Grades

7 through 9 determined by examining computerized algebra class rosters and roll books. The findings established a baseline for analysis in future years since no comparable data had been available before. The baseline findings showed that about one-third of the class had earned passing (A-D) Algebra 1AB marks by the end of their ninth-grade year.

The computerized summaries of 8th- and 9th-grade algebra classes also allowed serendipitous studies of algebra enrollment and marks by racial/ethnic group, by school, and by teacher. A study of differential rates of enrollment and differential distribution of earned marks by racial/ethnic group revealed that a high percentage of enrollment by a group was accompanied by high marks and that a low percentage of enrollment was accompanied by low marks. Specifically, a larger percentage of Asian and Filipino students completed algebra than was true of other groups and they also earned a larger proportion of high (A and B) marks. Conversely, Black and Hispanic students enrolled a smaller percentage of their number in Algebra 1AB and received a smaller proportion of high marks.

An analysis of school marking practices focused on the percent of D and F marks given in ninth-grade algebra. There were clear differences between schools on this measure. Some schools gave these marks to more than half of their algebra students while other schools gave D and F marks to smaller percentages. The differences in marking practices between teachers were even more extreme. Recent mathematics achievement test scores were available for many of these ninth graders and their test scores were matched with algebra marks. There was a low positive correlation between test scores and marks, but the mean test scores of even D and F students showed average mathematics achievement before beginning the study of algebra.

If greater numbers of students are to be encouraged to enroll in Algebra 1 before the end of their ninth-grade year, the climate which discourages enrollment of students from some ethnic groups requires greater study. Whether it is the student's expectation of low marks or the teacher's low expectation for the student or other unknown factors, schools which enroll relatively low percentages of students in algebra and those whose teachers give disproportionately low marks need to examine their practices and plan remedial action.

Recommendations

1. The district should continue to promote its policy of making Algebra 1AB enrollment before the end of ninth grade the norm for district students.
2. The district should regularize the summer school session as a part of its academic program by having clear and consistent rules for enrolling in Algebra 1AB in all schools, and by making summer school marks part of the permanent computer records.
3. School staff should give special encouragement to students from ethnic groups that have lower than average enrollment in Algebra 1AB. The percentage of Hispanic and Black students who enroll in Algebra 1AB is below the district average of 34.8%; enrollment from other ethnic groups also should be increased.
4. All students with grade C or higher in Math 8AB should be encouraged to enroll in Algebra 1AB. Others may need special

encouragement from school staff if they are to complete Algebra 1AB before the end of the ninth grade.

5. Administrators should monitor the marks their teachers give algebra students and urge the use of good instruction to encourage greater success. Many fine materials including lessons on videotape and standard final examinations have been developed by the district to assist teachers in using the best teaching techniques and marking practices. The use of a standard final examination may contribute to the district-wide equity in marking practices and avoid differential marking practices that are not based on achievement.

ALGEBRA 1AB FOLLOW-UP STUDY: SUPPLEMENTAL REPORT

Daniel W. Pike, PhD
Cynthia G. Renahan, PhD

Background

One of the five harms of racial isolation is lack of access to postsecondary opportunities. A postsecondary opportunity such as college education requires preparation throughout high school. Algebra 1AB in the ninth grade is one of the first steps a student should take to fulfill college entrance requirements.

The importance for all students to begin Algebra 1AB in the ninth grade was emphasized by the Associate Superintendent, Office of Instruction. During the summer of 1986, that superintendent issued Bulletin No. 69 which instructed each school to increase ninth-grade Algebra 1AB enrollment and consider it to be the normal and desirable practice. Two studies were conducted to evaluate the impact of Bulletin No. 69.

This year a third study was conducted to evaluate Algebra 1AB enrollment, the "Algebra 1AB Follow-Up Study." The computerized student data collected for this study not only answered the original evaluation questions of the study, but they also made possible more extensive analyses of students and their Algebra 1AB marks. Since these extensive analyses went beyond the scope of the original study design, the results are reported in this supplement to the "Algebra 1AB Follow-Up Study."

Purpose of the Study

The purpose of this study is to supplement the "Algebra 1AB Follow-Up Study" by reporting the analyses and information gleaned from the data collected for that study that surpassed the scope of the study's original design. This supplemental report focuses on the racial/ethnic representation in Algebra 1AB enrollment, the distribution of subject achievement marks by racial/ethnic group, and the relationship between Algebra 1AB marks and the Comprehensive Tests of Basic Skills, Form U (CTBS/U).

Sample and Instrumentation

The sample consisted of three groups of 1987-88 ninth-grade students. The first group included 14,986 students who took Algebra 1AB as ninth graders in 1987-88, as eighth graders in 1986-87, or as seventh graders in 1985-86. The second group consisted of ninth-grade students who took Algebra 1AB in 1987-88 ($\underline{N}$ = 10,250), and the third group consisted of ninth-grade students who took Algebra 1AB in 1987-88 and had ninth-grade CTBS/U mathematics scale scores ($\underline{N}$ = 7,337).

Class rosters and district summary lists were provided by schools and the Information Technology Division (ITD) of the Los Angeles Unified School District.

Summary and Conclusions

The distribution of algebra marks for all ninth-grade students who took Algebra 1AB in LAUSD in 1987-88 included 14% Fs and 25% Ds. That is, 39% of the students who took Algebra 1AB received below average marks, and only 30% received above average marks. The marks that students received in Algebra 1AB were significantly different from marks for all courses in the district. The Algebra 1AB distribution had significantly fewer As and Bs than expected and more Cs, Ds, and Fs than expected. These results suggest that there may be a bias among Algebra 1AB teachers toward giving low marks.

Compared to Asian, Filipino, and White students, Black and Hispanic students were significantly less likely to take Algebra 1AB by ninth grade; when Black and Hispanic students did take Algebra 1AB, they were significantly more likely to receive low marks. These two facts combined to further polarize the ethnic groups. Asian students were four times and White students were two times more likely to complete successfully Algebra 1AB than Black or Hispanic students. Considering that Algebra 1AB is required for admission to many postsecondary institutions, Black and Hispanic students face a formidable stumbling block in their progress toward further educational opportunities.

The examination of CTBS mathematics scores suggested that the students who took Algebra 1AB were a select group of high-scoring students. Almost 80% of the students who took Algebra 1AB scored above the district's median CTBS mathematics percentile. The high ability of the Algebra 1AB students combined with the low marks that they received gives additional evidence to support the contention that Algebra 1AB teachers may be biased toward giving low marks.

Finally, the Pearson correlation showed that CTBS/U mathematics scale scores had a weak relationship to Algebra 1AB marks. If the CTBS mathematics test is considered a good indicator of general mathematics ability, then the mark that a student receives in Algebra 1AB is strongly related to factors other than ability.

Recommendations

1. Future research should focus on the development of an end-of-the-year algebra test. If such a test were available in the district, a pilot study could be conducted concerning the marking practices of LAUSD Algebra 1AB teachers.
2. Further studies are also needed to examine effective Algebra 1AB teaching practices in an effort to have more students complete Algebra 1AB and thereby increase access to postsecondary opportunities.

A COMPARISON OF ACHIEVEMENT OF APPLICANTS WHO WERE ACCEPTED INTO THE MAGNET SCHOOL PROGRAMS AND APPLICANTS WHO WERE ASSIGNED TO A WAITING LIST

Ebrahim Maddahian, PhD

Background

The goal of the Los Angeles Unified School District (LAUSD) Magnet School Programs is to reduce the court-identified harms of racial isolation. The programs are structured to accomplish this goal by providing students the opportunity to have a voluntary integrated educational experience by participating in magnet programs that provide specialized curricula offerings or special teaching practices. Interested parents make application for their children to attend magnet schools of their choice. The number of students that can be accepted is determined by the number of seats available in a given program and/or integration guidelines regarding ethnic balances. Each year there are more applicants for the program than can be placed. As of April 30, 1989, there were 18,151 applicants on a Magnet School Programs waiting list.

One concern board members have is how applicants on the waiting list achieve academically compared to the applicants who are accepted. This issue is amplified by the findings of previous evaluations of the magnet programs. The studies reported that, over the years, magnet students consistently achieved higher scores in reading and mathematics on the Comprehensive Tests of Basic Skills, Form U (CTBS/U), than had students in other district integration programs. Magnet students consistently performed above the district-wide average as well. These studies additionally reported that magnet students as a group performed well above the national norm on the CTBS/U in reading and mathematics. Further, magnet students of all ethnic groups tended to achieve higher scores than their counterparts in other integration programs.

Purpose of the Study

The main purpose of this study was to answer the board members' question: How do the applicants on a waiting list achieve compared to the applicants who are accepted into magnets? To help answer this general question a number of pertinent sub-questions were addressed.

Limitations of the Study

The study was limited to a sample of the student applicants in the spring of 1986. This constraint was dictated by the availability of the pre- and posttest data needed to conduct the study. Therefore, comparisons were limited to achievement based on students' receipt of instruction in a magnet or a non-magnet program for one school year.

Sample and Instrumentation

The study sample consisted of 1,209 third-grade and 888 sixth-grade students (a) who were magnet program applicants in the spring of 1986 and were accepted or assigned to a waiting list and (b) whose names could be located in the CTBS/U pretest and posttest tape files (Table 1). The applicants' third- and sixth-grade Spring 1986 CTBS/U reading and mathematics scores were used as their pretest scores (pre-magnet application). The applicants' fifth- and eighth-grade Fall 1987 CTBS/U reading and mathematics scores were used as their posttest scores (after one year of instruction in a magnet school or a non-magnet school).

Summary of Findings

1. Hispanic students were underrepresented in the spring 1986 third- and sixth-grade magnet applicants. Although they were approximately 60% of the fall 1985 enrollment at these grade levels, only 25% applied for a magnet program.
2. White students were accepted into the magnet programs at a much higher rate than were other ethnic groups because of the district guidelines allocating 30% to 40% of the available magnet seats to White students in order to provide students an integrated educational experience.
3. While the pretest scores of magnet students and students on a waiting list were statistically significantly different, these differences may have been attributable to the varying proportion of ethnic representation within the two groups.
4. The analyses of posttest scores for the total group of applicants indicated no statistically significant differences in the reading and mathematics posttest achievement for fifth- and eighth-grade magnet students compared to students on a waiting list.
5. An examination of the posttest scores by ethnicity showed that eighth-grade Hispanic magnet students and fifth-grade Asian magnet students had significantly higher reading and mathematics posttest achievement levels than their counterparts on a waiting list. In

addition, eighth-grade Black magnet students had significantly higher posttest reading scores than their counterparts on a waiting list.

Conclusions

Hispanic students were underrepresented in the third- and sixth-grade spring 1986 magnet applicants. All other major ethnic groups (Asian, Black, and White) applied for magnet programs in higher numbers than their respective proportion of district enrollment. Due to district guidelines to maintain an integrated educational environment, White applicants were accepted into the magnet programs at a much higher rate than applicants from other ethnic groups.

The analyses comparing the pretest achievement levels of the spring 1986 applicants by ethnic group showed no significant differences between those who were accepted into magnet programs and those who were assigned to a waiting list. Some statistically significant differences in posttest scores were found favoring fifth-grade Asian students and eighth-grade Black and Hispanic students in the magnet program. These data suggest that the magnet program may have been a positive intervention for the fifth-grade Asian and eighth-grade Black and Hispanic students.

SUSPENSION OF TRAVELING STUDENTS IN INTEGRATION PROGRAMS FROM BUSES

Alan N. Crawford, EdD

Background

The suspension of students from school can have serious implications for their educational progress, just as not suspending those students might have serious implications for the educational environment of their peers. Suspension from bus transportation in the Capacity Adjustment Program (CAP), Continuing Voluntary Program (CVP), Permits With Transportation (PWT), Magnet Schools, and Satellite Zone (SAT) programs can have the same effect on students' educational progress as suspension from the classroom. Both types of suspension may have negative effects on student achievement, attitudes toward school, and postsecondary opportunities; in this way, suspension is related to the harms of racial isolation.

Purpose of the Study

The primary purposes of the 1988-89 study were to determine the relationships between bus suspensions and program, school level, and ethnicity, and to evaluate the reasons for and the duration of suspensions. In addition, the study involved an examination of the effects of having aides on buses, the effects of differences in language background between drivers and transported students, and the effectiveness of staff development activities for drivers.

Sample and Instrumentation

The sample for the study comprised all students who rode buses to participate in integration programs in 1987-88 and all district and contract bus drivers. The Transportation Branch of the Los Angeles Unified School District (LAUSD) furnished copies of student bus suspension citations for the 1987-88 school year. Source data for this report were obtained by matching information from the bus citations with student information maintained in the Office of Student Integration/ Traveling Programs to determine the program, ethnicity, grade level, and gender of each suspended student. Another major source of data for the study was a questionnaire completed by district and contract bus drivers.

Summary of Findings

The following statements summarize the information gained from analysis of the bus suspension data:

1. Higher percentages of traveling students were suspended from bus transportation in the CAP integrated and PWT programs than in other programs.
2. A higher percentage of traveling students was suspended from bus transportation at the junior high school level than at the elementary and senior high school levels or the magnet schools.
3. At all school levels disproportionate rates of enrollment and suspension occurred in some programs. In elementary schools, for students traveling to CAP integrated schools the percentage of students suspended was substantially higher than the percentage of students transported. At the secondary levels, suspension rates exceeded enrollment rates in the PWT program.

4. Bus suspension rates for different ethnic groups ranged from less than 1% to slightly more than 4%, with Asian students suspended at the lowest rate and Black students at the highest rate.
5. At all school levels bus suspension rates differed significantly from enrollment rates for some ethnic groups. Black students at each level composed a higher percentage of the suspended students than of the transported students while the reverse was consistently true for Asian students. Transportation and suspension rates differed only slightly for Hispanic and White students at the elementary and junior high levels, but the suspension rate was lower than the transportation rate for Hispanic and White students in senior high schools.
6. More than twice as many boys as girls were suspended in 1987-88.
7. Across all traveling programs the predominant reasons for suspensions were noise, fighting, and not remaining seated.
8. Analysis by level indicated that noise, fighting, and not remaining seated were significant reasons for suspensions at all school levels also. In addition, many senior high students were cited for defiance.
9. Analysis by ethnic group confirmed the same reasons--noise, fighting, and not remaining seated--as the main causes of suspension in all groups where frequencies were large enough to permit significant analysis.
10. Analysis of reasons for suspension by gender again showed three primary causes which applied to both boys and girls: noise, fighting, and not remaining seated.

11. An examination of the duration of first and second suspensions in 1987-88 indicated that more than one half of students suspended the first time were suspended for only one day. Slightly less than one half of students suspended a second time were suspended for one day also. The number of days suspended increased slightly from the first suspension to the second. Most students suspended once were not suspended again.

12. Serious violations such as possessing weapons and opening the emergency door resulted in longer suspensions than those that were less serious such as being noisy or eating on the bus.

13. Most students suspended from bus transportation in the CAP integrated, Magnet, and PWT programs were suspended only once.

14. About 80% of suspended elementary and magnet school students were suspended only once. On the other hand, more than 30% of suspended junior and senior high students were suspended a second time during the same school year.

15. American Indian, Asian, and Pacific Islander students who were suspended once tended not to be suspended again. However, almost one third of suspended White, Black, and Filipino students and slightly more than one fourth of suspended Hispanic students were suspended more than one time.

16. Slightly more than one half of the district bus drivers who had worked with bus aides reported that student behavior was better when a bus aide was present; about 40% of the contract drivers agreed. Approximately 40% of district and 50% of contract drivers

reported that student behavior was the same with or without a bus aide. A small percentage of both groups reported that behavior was worse when a bus aide was present. Almost one half of contract drivers reported that they had never had a bus aide on their vehicle, while only about one fourth of district drivers reported that they had never had a bus aide.

17. Bus drivers indicated that bus aides were most helpful at the elementary school level, somewhat helpful at the junior high school level, and only slightly helpful at the senior high school level.

18. Few drivers reported that language differences between driver and student were a problem.

19. Bus drivers indicated that staff development activities were quite effective in helping them establish a positive and safe atmosphere on the bus. They were somewhat effective in helping them ease tense or noisy situations and in helping them deal with fighting, behavior problems, students who refuse to obey, defiant individuals and groups of students, weapons on the bus, and cultural differences. Contract drivers were consistently more positive than district drivers in their assessment of the effectiveness of the staff development program.

20. Drivers listed topics of interest for further staff development in the following order: (1) dealing with student behavior problems; (2) establishing a positive atmosphere on the bus; (3) dealing with defiant students; (4) finding things to say to students in order to defuse tense situations; (5) dealing with excessive noise on the bus; and (6) dealing with cultural differences among students.

21. The most frequently mentioned strengths of the staff development program were its effectiveness in preparing drivers to: (a) deal with student behavior problems and defiance; (b) understand district policies, laws, and rules; (c) defuse serious situations; (d) develop a positive attitude toward students; and (e) implement a firm and fair pupil management plan. A significant number of respondents indicated that there were no strengths worthy of mention with respect to the sessions and that trainers were vague, unrealistic, out-of-date, and out-of-touch with the realities of present-day student behavior.

22. Respondents most frequently indicated the need for: (a) improved instructional and content capabilities of trainers; (b) continuous staff development sessions on pupil management; (c) more behind-the-wheel training including the simulated presence of students during training; (d) improved trainee qualifications; and (e) periodic updates on district policies, rules, and state laws.

23. Responses indicated considerable variance in drivers' understanding of district guidelines for suspending students; however, the majority understood that suspension is not the first alternative for resolution of behavior problems. A significant number felt that area bus supervisors did not provide support to them in implementing district guidelines, and others felt that guidelines were unclear or inconsistently applied.

24. Responding to a question about student behavior after returning from a suspension, about one third of drivers indicated that behavior usually improves and almost two thirds said that behavior

sometimes improves. Only a few drivers said that behavior does not improve after suspension.

Conclusions

Review of the information provided by analysis of bus suspension data suggests the following conclusions:

1. CAP integrated and PWT program students were more likely to be suspended from bus transportation than students in other traveling programs. At the elementary school level, students traveling to CAP integrated schools were most likely to be suspended; at the junior and senior high school levels, PWT students were most likely to be suspended.
2. Students at the junior high school level were more likely to be suspended from bus transportation than students at the elementary and senior high school levels.
3. Among ethnic groups, Black students were the most likely to be suspended from bus transportation followed by Hispanic and White students.
4. Boys were almost twice as likely to be suspended as girls.
5. Based on the small percentage of students that were suspended more than one time, suspension seemed to be a fairly effective sanction.
6. At the elementary level, suspended traveling students were most likely to be Hispanic. At the junior high level they were most likely to be Black or Hispanic, and at the senior high level, they were most likely to be Black.
7. The major causes of student suspension from bus transportation were noise, fighting, and not remaining seated. This was the case

across programs, for each school level, for each major ethnic group, and for each gender group.

8. Most students suspended from transportation were suspended for only one day. Few elementary school students suspended from bus transportation were suspended more than one time, indicating that suspension was a fairly effective sanction for most students at this level. Junior and senior high school students suspended from bus transportation were more likely to be suspended a second time.
9. Serious violations such as possession of weapons and opening the emergency door resulted in longer suspensions.
10. Bus aides were most effective at the elementary school level, somewhat effective at the junior high school level, and slightly helpful at the senior high school level. District drivers were much more likely than contract drivers to have had experience with bus aides.
11. Language differences between students and drivers did not seem to be an important factor with respect to drivers' abilities to deal with student behavior problems.
12. Staff development was found to be somewhat effective by bus drivers. Contract drivers found it to be more effective than did district drivers.
13. The strongest aspect of staff development for many drivers was its effectiveness in preparing drivers to deal with student behavior problems. A significant number of drivers found it to be ineffective or not very effective, however, because they felt that instructors were not well qualified.

14. District policies on student suspensions from bus transportation were not well understood by bus drivers and, therefore, were inconsistently applied.

Recommendations

Information gained from this year's study provides valuable insight into the needs and problems both of transported students and of the drivers who are responsible for their safe arrival at school and home each day. Reflection upon this information leads to the following recommendations:

1. Because the preponderance of all suspensions from bus transportation were for students being noisy, fighting, or not remaining seated, future staff development should focus heavily on these issues.
2. Staff should examine the need for consistency in assigning the number of suspension days for each violation.
3. Staff should examine the desirability of assigning bus aides at the elementary and, perhaps, junior high school levels.
4. Staff should consider developing specific criteria, including recency of field experience, for the selection of leaders who provide staff development to bus drivers. They should then ensure that all staff development providers meet these criteria.
5. Staff should carefully evaluate district guidelines for the suspension of students from bus transportation. They should then provide appropriate staff development activities for area bus supervisors and monitor transportation to ensure that guidelines are consistently and fairly applied.

6. The district should consider a follow-up study of the causes of the frequency of suspension from bus transportation among elementary school students in the CAP integrated schools and among junior and senior high school students in the PWT program.
7. The district should consider initiating a study that would examine the relative effectiveness of the staff development program for contract and district drivers.

INTEGRATION SUPPORT UNIT OF STUDENT ATTENDANCE AND ADJUSTMENT SERVICES

John Wright, EdD

Introduction

The Integration Support Unit (ISU) of Student Attendance and Adjustment Services (SAAS) provides direct counseling support to students who participate in four of the Los Angeles Unified School District's (LAUSD) integration programs: Permits With Transportation (PWT) Program, Capacity Adjustment Program (CAP), Continuing Voluntary Program (CVP), and Satellite Zone (SAT) Program. In addition the counselors provide services to other traveling students. ISU counselors help students solve personal, academic, and other problems that are related to their travel to a school other than their home school. The counselors serve as liaisons for school, home, and community agencies in an effort to assist students in overcoming adjustment problems that impede educational progress.

Purpose of the Study

This initial evaluation of ISU was designed to gather baseline information that describes who is being served by the unit and the nature of the services provided. Data gathered in this year's study will provide a basis for future studies on the effectiveness of the services rendered by ISU counselors.

Sample and Instrumentation

Each ISU counselor completed an SAAS Referral Form for each student referred for direct service during a nine-week period (March-May 1989). The administrator in charge of SAAS and the coordinator in charge of ISU were interviewed on an open-ended basis.

Summary of Findings

The major findings of the 1988-89 evaluation of the Integration Support Unit of the Student Attendance and Adjustment Services Branch may be summarized as follows:

Demographics of Students Served

1. During the 1988-89 school year, 38,910 students were eligible for service by ISU.
2. This group consisted of 13,682 PWT students, 13,853 CAP students, 784 CVP students, 1,892 SAT students and 8,699 other transported students.
3. Each of the counselors handled an average of 138 referrals during the nine-week period.

Nature of Problems Treated

1. Students were most often referred to counselors for lack of attendance.
2. Health, illness, truancy, and poor social adjustment were usually the cause of poor attendance.
3. Less than 10% of referral problems were for poor school behavior.

Services Provided

1. In seeking solutions to problems, counselors most frequently made telephone calls prior to other actions (78.1% of cases referred).
2. Other actions taken most often included, a check of school records (39.4% of cases), visits to the student's home (36.3% of cases), group and individual counseling (30.4% of cases), and other kinds of conferences (30.3 % of cases). It should be noted that each case may have had several actions taken.
3. Although slightly over 45% of traveling integration program students eligible for ISU services were CAP participants, over 58% of these students were referred to ISU. Although students in PWT represented the same percentage of integration program students eligible for ISU services as CAP, these students generated only 22% of the referrals.

Relationship Between Referral and Disposition

1. Most referrals were for attendance problems, school behavior, and special services.
2. A majority of the cases were resolved by students returning to or remaining at school.

Problems Encountered in Implementing ISU

Implementation problems stemmed from the diversity of the various traveling student programs, the difficulties experienced by counselors who served widely dispersed schools, and the rather uncharted and unplanned growth of ISU services. Several findings in this area are relevant for future planning, funding, and organization:

1. Despite difficulties, a pattern of service that is efficient and coordinated is evolving.
2. The itinerancy of the counselors from receiving schools produced referral problems and required constant monitoring and adjustment by the central office.
3. Considerations of geography and travel time required counselors to provide services on the basis of a cluster of residential service areas.
4. CAP generated the most need, but had only four directly funded counselors.
5. Funding has not kept pace with the needs of CAP.
6. No assistance has been given to the central office to increase administrative help or to provide supplies.
7. The program was initiated to fill a need, but it was implemented initially without a clearly defined purpose, function, or process.

Conclusions

From the findings of the 1988-89 evaluation of Integration Support Unit, the following conclusions can be drawn:

1. Although PWT and CAP were practically identical in size in 1988-89, the involuntary nature of the latter program provided a disproportionate share of student problems.
2. Funding of counselor support for the programs was not based on program need.
3. A definition of purpose, function, and process of ISU has only started to evolve.

4. Baseline data accrued in this year's evaluation indicated that a reasonable number of students with problems were being served by ISU and that problems were being pursued to a solution stage.

Recommendations

Based on the findings and conclusions of this evaluation, the following recommendations are warranted:

1. Staff should develop a clear statement of purpose and function of the ISU program.
2. Funding and allotment of counselors to serve each program should be based on need and the stated purpose of the program.
3. The present system of record-keeping for the ISU program should be continued and improved so that longitudinal data may be collected.

HOMEWORK-FOCUSED PARENTING PRACTICES THAT POSITIVELY AFFECT CHILDREN'S ACHIEVEMENT

Reginald M. Clark, PhD

Background

Traditionally, a dominant ideology among educators has been that a student's social background (socioeconomic status, race, family structure, parent's education level, etc.) is a major predictor of the student's level of academic achievement. However, over the last decade a shift in our understanding has started to develop. Recent studies have identified behavioral factors (parent-child interactions, family processes, and schooling processes) and personality factors (family attitudes and perceptions) as the dominant predictors of a student's academic achievement, given a certain minimum level of social opportunity (Bloom, 1981; Clark, 1983; Walberg, 1984; and Bronfenbrenner, 1989).

This new conceptual emphasis has focused educators' attention on questions about exactly which parenting behaviors and attitudes motivate children to engage in homework activities. Educators would benefit from data that identify such homework-related parenting practices. Such knowledge would promote the development of activities that empower parents to effectively support their children's homework efforts. In this way, parents can be helped to systematically affirm students' homework efforts and this can lead to higher levels of student achievement.

Purpose of the Study

The purpose of the study was to answer the following three evaluation questions:

1. What are the specific homework-related practices (behaviors and attitudes) that parents of third graders engage in to support their children's homework endeavors?
2. What are the specific parenting practices that differentiate parents of high- and low-achieving students?
3. How are parenting practices affected by specific demographic variables: parent's education, family structure (intact vs mother only), and student's ethnic background?

Sample and Instrumentation

The initial sample consisted of parents of 1,141 selected third-grade students from 71 district elementary schools (K-6) with computerized student record-keeping systems. Identification of the pool of third-grade students was based on whether the students had displayed a consistent pattern of high or low achievement for two consecutive years. Achievement level was based on students' test scores from the 1986 (first-grade) and 1987 (second-grade) administrations of the Comprehensive Tests of Basic Skills, Form U (CTBS/U). Data were gathered through a parent questionnaire.

Conclusion and Summary

For this study, parent's homework-related behaviors were defined as parenting practices (e.g., providing a setting conducive for homework completion, equipping the child with skills for resolving homework problems, making resources available to the child, providing positive parental homework guidance, exposing the child to role models of active learning and monitoring during homework) and parental personality structures (e.g., acquiring knowledge of homework support strategies, homework expectations, high education attainment expectations for child, and awareness of community support opportunities). Parents' background characteristics were considered as demographic variables that helped clarify the social contexts in which children live.

Results of these analyses revealed that home process variables, parental personality variables, and family background circumstances worked together to shape student achievement patterns. The data showed that most parents of high-achieving students and most parents of low-achieving students were enacting some of the positive behaviors that contribute to a student's achievement. Most parents were providing a quiet place to study, sending the children to school regularly, providing a regular time for home-study activities, and expecting children to complete homework assignments. However, to become academically successful, students apparently needed their parents (or other adults) to expose them to an array of additional support behaviors. Uneven levels of parenting skills were especially apparent between parents of high and low achievers with regard to parent-child learning patterns (e.g., monitoring of children's home-study behavior, and parents' active encouragement of their children to do well in school through the college years) and parent personality patterns (e.g., feelings about children's learning and perceptions about their own ability to support their children's homework).

Parents' own personal efforts to learn also had a significant effect on students' levels of achievement. Students' access to dictionaries and other supplementary learning materials and their personal knowledge about how to use them to accomplish homework tasks were other variables that distinguished the high- from the low-achieving groups.

Family circumstances such as the number of children in the home, the parents' after-school time in their homes, and work-for-pay activities contributed to students' achievement outcomes. The study also showed that the students who were least likely to be low achievers were raised by parents who worked at least part-time and were home less often between 3 p.m. and 5 p.m. on school days.

Recommendations

Educators may be wise to exercise caution in using demographic variables (race, family structure, parent's educational level, parent's age, etc.) to analyze, explain, or predict variations in students' learning. More careful research is needed on this issue.

Results from this study confirm that children may perform better on standardized tests when they receive specific types of parental support for their out-of-school learning activities. Results from this study suggest that a child will thrive academically when a parent:

- Becomes involved in the child's homework activities.
- Insists that the child frequently engages in homework.
- Makes sure the child learns how and when to use dictionaries.
- Assists the child with homework to ensure effective time use and completion (without doing it for them).

- Displays high expectations for the child to achieve academic success and complete college.

- Acquires knowledge about how to help the child with homework.

Schools should provide the information and training that parents need to develop the skills required to perform the six actions listed above. Schools should aim to develop programs that change parents' habits by teaching them behaviors that support their children's school achievement.

CONCLUSIONS

for the

1988-89 INTEGRATION EVALUATION REPORT

Conclusions and Recommendations

Overview

This section provides a review of the major findings derived from the 1988-89 integration program evaluation reports and presents a number of general recommendations for consideration by district policy makers. This year's set of evaluation studies served three purposes. One group of studies examined the current status of the integration programs with regard to the court-identified harms of racial isolation: low academic achievement, low self-esteem, lack of access to postsecondary opportunities, interracial hostility and racial intolerance, and overcrowding in schools. The across-program harms studies added a new perspective this year by exploring the harms not only by program and by grade level, but also by ethnic groups. A second set of studies focused on issues which affect individual integration programs, and a third set of special studies were directed by issues--other than the five harms mentioned earlier--which cut across all integration programs.

A consistent theme in the 1988-89 studies was to identify patterns of differences among ethnic groups within and across programs. Policy-makers, as well as many others directly involved in education, have regularly voiced concerns that ethnic groups are not faring equally well in the district's schools. The intent underlying this year's evaluation plan was not only to determine if patterns of differences exist, but also to specify ways in which all students' levels of academic achievement, self-esteem, access to postsecondary opportunities, and racial tolerance could be improved.

The evaluation planning team used common measures across studies whenever possible in order to facilitate comparisons. The grade levels studied this year were 4, 5, 7, 8, 10, 11, and 12. The California Tests of Basic Skills, Form U (CTBS/U), was the common measure of reading, mathematics, and language achievement; the five scales of the Student Attitude Measure (SAM) served as estimates of self-esteem; a questionnaire assessed the postsecondary preparation plans of high school seniors; an intergroup relations questionnaire, in its third year of development, surveyed the opinions of students, faculty, and staff; and overcrowding was measured by comparative data of school enrollments and capacities. Information from these common instruments were very often supplemented by specially designed questionnaires, field interview protocols, and site visits to collect information from administrators, teachers, staff, and parents.

Across-Program Studies of the Harms of Racial Isolation

Across-program analyses of academic achievement, student attitudes, postsecondary opportunities, intergroup relations, and overcrowding confirmed trends identified in previous years' evaluations and identified some patterns by ethnicity.

Academic achievement. Students in PHBAO schools, primarily those in Chapter 1 schools, had CTBS/U mean percentile scores below the district averages and the national norm in reading, mathematics, and language. The mean percentile scores of traveling students in PWT, CAP, and SAT programs also fell below the district averages. In sharp contrast, however, resident students in CAP integrated, PWT, and SAT receiving schools scored well above district averages and the national norm. Students in YRS programs tended to score below the district averages in reading, mathematics, and language. There was little variance among different grades and different calendars for YRS. The pattern of scores among students in the CVP program was not so predictable and varied by grade level and subtest. Students in the Magnet School Programs also continued the trend of previous years and demonstrated mean percentile scores that exceeded the district averages and the national norm.

There were clear patterns in achievement scores by various ethnic groups. In both reading vocabulary and language, Hispanic and Black students had the largest group of students scoring in the lowest percentile bands and the smallest group of students scoring in the highest percentile bands. White students, on the other hand, were consistently the largest group within the highest percentile bands and the smallest group within the lowest bands.

Student attitudes toward school. Interesting and not easily explained patterns in SAM results were consistent with those from previous years. With a few exceptions on specific scales, fourth-, seventh-, and tenth grade students who were resident students in PWT, CAP integrated, SAT, and CVP receiving schools tended to score at or above the national norm on the SAM. Students in magnet schools also registered SAM scores above national norm, especially at the tenth grade. Traveling students in the PWT and CAP programs had varying patterns. For the most part PWT students scored at or below the national norm on the SAM scales.

Patterns among ethnic groups in SAM results also emerged. Asian students scored high on measures of motivation for schooling, sense of control over their performance, and instructional mastery, but not as high in their beliefs about how others perceived their achievement and abilities. Filipino, Pacific Islander, and White students revealed positive attitudes toward school across all SAM scales, although White students recorded low motivation for schooling. Hispanic students and American Indian/Alaskan Native students indicated the least positive attitudes toward school. SAM results from Black students were problemmatic. As a group, they ranked low on motivation for schooling, sense of control over their performance, and instructional mastery, but they ranked relatively high on their confidence in their academic abilities and their perceptions of how others rate their achievement. This runs counter to their low performance as a group on achievement measures and to their own low ratings of their academic abilities on measures of postsecondary preparation.

Postsecondary opportunities. As stated previously in these volumes, "Differential academic preparation was found for students according to the kind of school they attended and according to their racial/ethnic background and their gender" (Doby, "Analyses of Harms Across Programs Linkage Study", Volume IV, Pg. 48). This trend was substantiated by the Algebra 1AB study which suggested that the completion of algebra before the tenth grade varied widely by ethnic group. Fewer than half as many Hispanic and Black students completed the course as Filipino and Asian students. Black and Hispanic students also earned more failures. Evaluators in the algebra study recommended that the district continue to encourage students to enroll in Algebra 1AB before the tenth grade.

Resident students in PWT receiving schools and magnet students were better prepared for postsecondary opportunities than students in other programs. All ethnic groups in the magnet programs appeared to be better prepared than their counterparts in other integration programs. Female students across all ethnic groups tended to enroll in stronger college preparatory programs and have higher UC and CSU eligibility rates. Hispanic and Black male students tended to be least well prepared. Academic preparation in high school and students' beliefs about the causes of their academic successes appeared to be related to their postsecondary plans. Investigators emphasized the importance of maintaining open curriculum options for all students so that they not be "tracked" into less demanding programs, thereby reducing the possibility that students will pursue postsecondary education.

Intergroup relations. For the third year, the interracial/interethnic climate within Los Angeles city schools was assessed, using the Intergroup Relations questionnaires. The validity and reliability of the questionnaires were supported by results consistent with past years' findings and by information gleaned from student and staff interviews. Evaluators concluded that the intergroup climate on any campus is a function of the ethnic mix at that school and of the policies and actions that building administrators and teachers take toward issues as they emerge. Proactive approaches to potential problems are particularly important in schools where there are traveling students. Respondents at schools which appeared to have a positive

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intergroup climate commonly reported strong administrative leadership, excellent campus supervision, and a conscious effort to maintain positive interethnic relations. Safety from gang violence was a common concern across programs and ethnic groups. In addition, this year's study found that some teachers appear to hold differential expectations for students, related, in part at least, to the students' ethnic identity. They expressed beliefs that Asian students were more likely to be performing as well as they could academically while Hispanic and Black students were not. The study did not attempt to answer the thorny question of whether these expectations might be directly related to student achievement.

Overcrowding. Comparative enrollment and school capacity data indicated that the YRS and CAP programs were addressing the need to reduce overcrowding in some of the district's schools. There were ethnic patterns in program enrollments. The great majority of students in YRS and traveling students in the CAP program were Hispanic. Overcrowding particularly affected regions where schools were heavily populated by Hispanic or Black students. The YRS study also found some differences in attendance among YRS students, teachers, and administrators. Students and teachers in YRS programs were absent less often, but administrators in senior high YRS were absent more frequently than administrators in non-YRS. On a per-pupil basis, the incidents of vandalism, arson, and theft are less in the year-round schools than in non-year-round schools.

The Capacity Adjustment Program (CAP) study this year looked carefully at the question of bilingual staffing in CAP schools, and concluded that there is a pressing need for additional certified bilingual teachers and teaching assistants in both receiving and sending schools. CAP teachers at all levels reported a need for teaching materials in the students' primary language. The report also noted that the transition into senior high receiving schools for many CAP students was less than optimal.

The Suspension of Traveling Students in Integration Programs from Buses study concluded that CAP and PWT travelers were most likely to be suspended. Junior high school students, Black students, and males had the highest rates of suspension. The length of suspensions was usually no more than one day, indicating the effectiveness of this sanction. Bus drivers also emphasized their ongoing need for up-to-date training delivered by experienced instructors.

Individual Integration Program Studies

The five PHBAO programs reviewed this year demonstrated significant successes in achieving their goals. Three of the programs--Counseling Support, Project AHEAD (Accelerating Home Education and Development), and Parents Involved in Community Action (PICA)--were designed to encourage parents' direct involvement in their children's education. Parents, teachers, administrators, and program staff reported that they highly valued the activities and services these programs offered. Counseling and school psychologist services provided by the Counseling Support program were viewed as highly effective by elementary, junior high, and senior high school administrators and counselors, although there was a problem of not having counselors available for one track of students in year-round schools during the summer months. Both PICA and Project AHEAD appear to be well established and contributing valued information and skills to parents. The reports indicated that both programs need to increase the numbers of parents participating, to inform teachers more fully about program activities, and to enlist the commitment, support, and understanding of the building administrators.

The Med-COR program continued to demonstrate success. In the interest of replicating this effectiveness in other programs, Med-COR staff, graduates, and parents of Med-COR students suggested an extensive list of practices and program characteristics which they believe have contributed to the program's success.

SRLDP program staff noted a number of positive aspects of the program for children which include opportunities for social-emotional growth and development of good self-concepts, development of language skills, and preparation for kindergarten. The parent education component was also noted as a positive aspect of the program. SRLDP pupils' scores improved significantly between pretesting and posttesting in all areas on the Cooperative Preschool Inventory.

First- and second-grade pupils in SRLDP schools, who had prior SRLDP experience, consistently scored higher on the CTBS/U in reading and mathematics than students in the same schools without SRLDP experience. Former SRLDP pupils scored higher in reading and the same or better in mathematics on the CTBS Español than students without SRLDP experience.

A Magnet sub-study focused on the achievement differences between a sample of spring 1986 applicants who were accepted into a magnet program and those assigned to a waiting list. Hispanic students were underrepresented among the sample of magnet applicants, while all other ethnic groups applied in higher numbers than their proportion of district enrollment. Although there were no significant differences in pretest scores between students accepted into a magnet program and those placed on a waiting list, there were differences in posttest scores after students had been in the program. Fifth-grade Asian and eighth-grade Hispanic magnet students did better in reading and mathematics and eighth-grade Black magnet students did better in mathematics.

Special Studies

The Integration Support Unit of the Student Attendance and Adjustment Services study reviewed the implementation of a counseling support program for students in programs requiring traveling. A greater proportion of CAP traveling students than other program students were referred to the counselors for a variety of problems. The most prevalent reasons for referral of students were attendance problems. However, upon investigation, counselors, found that health and illness, truancy, and social problems were at the root of most attendance problems.

The Linkage Study: The Relationship Among Students' Length of Integration Program Participation, Academic Achievement, and Attitudes Toward School followed three years of similar studies to identify the impact of continuing participation in district integration programs. Some modest improvement in achievement scores was found with length of participation: PWT residents and magnet students showed significant improvement in reading, mathematics, and language scores. The study also indicated mixed relationships among individual SAM scales, grade levels, and specific integration programs.

Two studies, Homework-Focused Parenting Practices that Positively Affect Children's Achievement and Variables Related to Ethnic Differences in Achievement: A Review of Related Research, explored conditions which might help raise the achievement levels of students who traditionally have not fared well in the district. Parents of higher-achieving students differed significantly from parents of lower-achieving students in the use of six parenting practices related to assisting their children with homework.

An extensive review of the research literature resulted in a set of characteristics that can be useful to identify effective schools. The review also identified patterns of teacher expectations, student self-perceptions, and attributions for academic success and failure that are strongly related to achievement among students who have not traditionally experienced success. Many of these characteristics and patterns were also cited independently by Med-COR staff and participants as contributing to the success of that program.

A pilot study, School Characteristics and Ethnic Group Achievement, was based upon the variables identified through the literature review and compared higher-achieving with lower-achieving Black and Hispanic schools. The following variables consistently proved valuable: (a) the level of achievement expectations held by parents, students, and teachers; (b) students' and teachers' sense of control over their educational environment (student safety was a very important issue, especially to parents of students in lower-achieving Black schools); (c) achievement attributed to internal and controllable causes such as personal effort; (d) the principal's role as an instructional leader; (e) a positive school climate; (f) focus on an articulated language and mathematics program; and (g) parent involvement in the educational process.

Recommendations

Each of the reports contained within these volumes lists specific recommendations that are tied directly to the findings discussed in the studies. Some of the recommendations may be generalized across several studies, and these more global policy suggestions are offered here.

1. The individual SAM scales should be studied more closely for their relationships to such variables as ethnicity, grade level, and type of integration program.
2. The district should continue to encourage parent involvement in the education process.
3. In program development and staff training, the district should utilize the listings of elements found to identify successful programs and practices.
4. The district should continue to explore potentially successful classroom practices, especially as they may affect students of different ethnic or socioeconomic groups.

5. The district should continue to examine carefully the need for trained bilingual teachers and for training of all teachers in ESL techniques in those schools that are impacted by limited-English-proficient students.
6. The district should continue to improve ways of facilitating the transition of traveling students into receiving schools.